

University Of Alberta



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SPELL/WRITE

TEACHER'S EDITION

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	7	8	9	10	11	12	14	15	16	17	18	19	22	23	24	25	26	27	28	29	30	31	32										

Find the column of boxes for your unit.
Wat box shows the number of words you spelled
correctly? Colour that box and the ones below it.

SPELL/WRITE

TEACHER'S EDITION

LEVEL 3

EDU-MEDIA

Kitchener, Ontario

in association with

EDUCATIONAL DEVELOPMENT CORPORATION

Series Editor: Barbara Sack

Everett V. O'Rourke

Garth L. McAuliffe

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Colour Coding by Grade Level

Level One—Orange
Level Two—Blue
Level Three—Red
Level Four—Dark Green
Level Five—Yellow
Level Six—Brown
Level Seven—Light Green
Level Eight—Purple

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TO THE TEACHER

If your pupils are using the consumable edition of **Spell/Write**, you may notice some slight variations in the student text pages presented within this guide. These pages were taken from the non-consumable edition of the **Spell/Write** text. The answers required are usually the same but the directions indicating where they are to be written may vary.

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TO THE TEACHER

The formation of the alphabet letters may vary from teacher to teacher, school to school, and province to province. The **Spell/Write** program has included some samples of these alternate forms for you and your students. However, it is not possible to include them all. If your pupils are using letter forms not shown in their **Spell/Write** texts, make a display alphabet for the classroom and remind pupils to refer to it when practising their handwriting.

EVERYONE IS DIFFERENT



There are different ways to write the alphabet letters.
Here are some other forms of the letters.

Your teacher may suggest that you use forms other than the ones in this book. It is important to write your letters neatly, the same way each time.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

SECTION ONE: USING THE TEXT

Teaching Spelling

The viewpoint of *Spell/Write* is that spelling is a sound-to-letter process. The spoken language is the language people learn in early childhood and the language they use to communicate with each other daily. The written language, on the other hand, is learned later in life and is more difficult to master. *Spell/Write* begins with the spoken language and relates it directly to the written language.

In *Spell/Write*, spellings of sounds are presented in such a way that the pupils first discover the more common or reliable spellings and move gradually to the less common or reliable. Spelling words are grouped so as to encourage pupils to recall as a group the words that share spellings of sounds. Pupils are then encouraged to move beyond the limits of any word list to discover new words on their own.

Throughout the learning process, the spirit of inquiry, of discovery, prevails. Pupils are regarded as inquiring learners, discovering through meaningful activities what the relevant spellings and related words are. They are invited to transfer their discoveries from known words to unknown ones and to use these words in creative ways.

THE WORD LIST

The basic word list is the result of an analysis and interpretation of the Hanna and Hanna *Phoneme-Grapheme Correspondences as Cues to Spelling Improvement*. This work, in turn, draws on the Thorndike-Lorge *Teacher's Word Book of 30,000 Words*, Part I, supplemented by topical and updated entries from current dictionary sources.

In *Spell/Write*, an important basis for selection of words was the reliability of the spelling pattern. For example, a reliable spelling pattern for the /ē/ sound is ee. This spelling, therefore, is introduced early in the program and is reinforced by frequently used words, such as **week**, **street**, and **need**. Later in the program, less reliable spellings, such as **ie** and **ei**, are introduced and reinforced by appropriate words.

To balance the list, other factors considered in the selection of words were suitability for the grade level, usability for the pupils, variety of subject matter, challenge and excitement of content, and insofar as possible, modern usage.

KINESTHETIC REINFORCEMENT

Spell/Write recognizes the kind of reinforcement that takes place in the writing stage of the spelling process. For some learners this stage is the crucial one, and it therefore receives great emphasis throughout the program.

In addition, the subject matter of spelling provides an ideal opportunity for handwriting instruction. Indeed, legible handwriting is essential for success in spelling because many errors that seem to be spelling errors are actually handwriting errors.

Organization of the Grade 3 Program

UNITS 1-6

The first six units concentrate on making the transition from manuscript writing to cursive writing while simultaneously reviewing key concepts and words from grade 2. Each of these units is divided into five parts, A through E, to correspond with the days of the school week.

The first of these units focuses mainly on basic writing positions, recognition of cursive letters, and the Six Basic Handwriting Skills.

In Units 2 through 6, pupils are guided in forming the cursive letters and numerals. The capital and small letters are introduced together and are grouped according to the stroke similarity of the small letters.

In addition, each group of letters relates to specific phonics skills, presented with grade 2 review words. No word or sentence is written until all letters required for that task have been introduced.

Day E of each unit is an evaluation activity in which pupils are required to write letters and answer questions about the appropriate phonics skills.

UNITS 7-34

The remaining units are organized around spelling instruction, but they still include a substantial amount of related handwriting work. Exceptions are the Review Units and the Dictionary Unit, both of which are discussed later.

Each unit contains a word list. These words should be familiar to most Grade 3 pupils. The words are arranged according to their common *phonemes*, which are units of speech sounds. For example, in the word **say**, there are two phonemes: /s/ and /ā/. In the word **tough**, there are three phonemes: /t/, /u/, and /f/.

The word groups also have a *grapheme* in common. A grapheme is a letter or combination of letters that spell a phoneme. In the word **say**, the grapheme **s** spells the first phoneme, and the grapheme **ay** spells the second phoneme.

In approaching the spelling of list words, *Spell/Write* emphasizes phoneme-grapheme relationships that are widespread in our language. Thus, although it is important to know the list words themselves, the long-range objective is more important: to give pupils a way of approaching unknown words through the phonemes and graphemes that they already know.

Day A The first page of each Spelling Unit is designed to attract the pupils' interest by involving them in a gamelike activity, such as a puzzle or a picture-finding contest. Once the pupils are involved, the activity leads them to identify the significant phonemes and to recognize the significant graphemes.

Day B The activities on the second day, and page, of each unit develop word forms and meanings. These activities are more challenging than the initial activity, and they apply an understanding of the phonemes and graphemes to the remaining list words.

When pupils have completed the activities on the second page of the unit, they are ready to consider the *formulas* that generalize the sound-to-spelling patterns in the list words. The formulas are not supposed to be memorized. They are summaries of what some pupils will have already discovered and what others may be ready to discover.

The Teacher's Edition includes supplementary activities that are designed to reinforce and reapply the formulas' applications to the spelling patterns in the language. Many of these activities will provide additional words, called nonlist words, that follow the phoneme-grapheme patterns presented in the unit. As with the list words, the nonlist words are also likely to be known to third-graders.

Program for Irregulars. Five *irregulars* are printed beneath the formulas. An irregular is a word whose sound gives misleading clues about its spelling. For example, the word **gone** has no clue that would lead pupils to use the final **e** when spelling the word—especially when **gone** is compared to **bone**, **cone**, **lone**, or **stone**. Therefore, irregularity has to be handled with methods that focus upon the letters that are not unexpected.

The teacher's notes suggest approaches designed specifically for these unexpected spellings. In the grade 3 *Spell/Write*, these activities are purposely confined to the Teacher's Edition so that pupils will not mistakenly infer any regularity to these unexpected spellings. The irregulars have spelling patterns that will not interfere with the unit's generalizations.

Day C The third page of every unit emphasizes handwriting concepts and skills, while at the same time it reviews and reinforces the unit formulas and list words. Creative and varied activities, such as rhymes, riddles, and mystery sentences, are used to further develop an understanding of list words. Pupils thus experience a different exposure to the list words, one that provides an interesting context for continuing developmental work in handwriting.

Day D The Unit Quiz should be administered at this time. (The Unit Quizzes begin on page 6T.) As a quiz on the regular word list, the Unit Quiz serves both a short- and a long-term need. In terms of a week's work, the results determine which pupils should review a unit's word list and which pupils are ready for more advanced work. In terms of a year's work, the quiz supplies data for the Spelling Progress Chart, which is on the inside front cover. The chart provides a place to map both class and individual progress with Spelling Units. Those pupils whose scores deviate seriously are having more than ordinary problems with particular phoneme-grapheme patterns. Every week, pupils will mark their quiz scores on their individual Spelling Progress Charts.

Day E Each Spelling Unit's fourth page allows you to track pupils according to their individual needs. A score of less than 80 percent on the quiz indicates that more time should be spent with the unit's sound-to-spelling

patterns. The Look Again portion of the fourth page contains two activities that present the key phoneme-grapheme relationships in a fresh way.

The Teacher's Edition provides supplementary activities to be used with those pupils who seem to need additional review of the unit's work.

A score of 80 percent or more on the Unit Quiz indicates sufficient mastery of the word list and formulas. Pupils achieving this level proceed directly to the Look Ahead part of the page. The Look Ahead activities are enriching, advancing pupils into vocabulary building and creative writing experiences.

The construction of a Spelling Unit's fourth page supplies you with many options: At times, an entire class will benefit from exposure to both parts of the fourth page. Some pupils may catch on after working with only one of the two Look Again activities. Situations may also arise in which Look Ahead pupils can help their classmates with Look Again work.

Special Spelling Problems. The sound-to-spelling patterns in Units 8, 14, 15, 31, and 32 may prove especially difficult for those pupils whose spoken language backgrounds have been unusually deficient. The teacher's notes for these units include some special remedial techniques that can help such pupils catch up. A discussion of these techniques begins on page 3T.

REVIEW UNITS

There are four Review Units (20, 21, 33, and 34) in the grade 3 *Spell/Write*. These units have been placed where they are needed, in the middle and at the end of the year. The Review Units are designed to encourage pupils to turn back to the regular Spelling Units to examine the regular list words and formulas.

The Review Units for this grade level begin with list words and move to nonlist words having phoneme-grapheme patterns that have been studied. By using new words in new situations, the pupils review what they have learned and apply that knowledge to the language rather than to previously learned words.

DICTIONARY UNIT AND SPELLING DICTIONARY

The Dictionary Unit (Unit 13) familiarizes pupils with those dictionary skills they will need on a third-grade level. In succeeding grades, the dictionary skills will expand with the needs of the pupils. For example, the dictionary knowledge needed by most third-graders is in the areas of syllabication, pronunciation, and meaning. Unit 13 builds these skill areas, and subsequent units have activities that utilize and reinforce them.

The Spelling Dictionary is limited to entries that are tied to either a Dictionary Unit activity or specific dictionary activities in later units. The entries have been written with specific unit activities in mind. Therefore, in the course of the year, all entries will be looked up by pupils.

SECTION TWO: THE SPELLING PROCESS

Abilities to Spell

Not all pupils learn to spell in the same way or at the same speed. Some have well-developed memories that enable them to learn most words with which they have any contact. Others have underdeveloped memory skills and therefore require the development of other skill areas before they can be expected to learn the spelling of a word.

In addition, pupils' backgrounds play a part in their ability to relate phonemes that they hear to the graphemes that they see. If, for example, a child grows up where endings such as **ed** or **ing** are either dropped or slurred, then he or she may need extra help before he or she can reasonably be expected to write these endings.

Five Steps to Spelling a Word

1. INPUT

Words are acquired either through hearing them or by reading them. Young children's initial contact with words is through hearing them spoken by others. Therefore, regional accents, minority group dialects, and careless or careful speech habits all combine to supply the sounds that children bring with them to the classroom.

2. ANALYSIS

When asked to spell a word, pupils are really being asked to match words they have heard with the recently learned graphemes that represent the sounds of those words. In other words, asking pupils to spell a word is asking them to associate lately acquired written letters with the sounds they already know.

Therefore, **mother** might first be spelled "muther" because this spelling—although incorrect—is a logical connection between the sound /muθHər/ and the letters this particular pupil has recently learned. The process that produced "muther" indicates that this pupil has started to develop some of the memory skills that allow him to associate phonemes with their likely graphemes. Therefore, the error is based upon an irregularity in the language rather than upon an error in association skills.

3. PHONEME-GRAPHEME RELATIONSHIPS

When a word is heard, the pupils attempt to match graphemes to phonemes. They do so by drawing upon two deposits in their memory banks. The first deposit is composed of words heard and read, and the second is made up of written letters that make up all words.

If pupils attempt to learn the spelling of one word at a time, then a rapid expansion of learned spellings will probably not take place. If, on the other hand, the pupils

are able to relate the phonemes of some words to those in others and if they can learn the graphemes that represent those phonemes, they will be in a position to quickly project phoneme-grapheme relationships from old words to new.

4. KINESTHETIC OUTPUT

Eventually a written word comes out in a way that corresponds to what a pupil believes to be the correct order of its graphemes. However, this process opens the door to many pitfalls: letters that are left out, extra letters that are inserted, and letters that are not in their proper places. All this must be considered within seconds and against a background that stresses whole sentences rather than the spelling of each word.

5. PROOF

Once a word is written, the pupil checks it against his or her memory deposit. If the word seems to check out, no further work is done. If the word seems wrong, he or she may cycle back through this process, usually beginning with step 2 or 3.

If a breakdown occurs at any point in this process, then a word is likely to be misspelled. Also, some pupils are weak in some of the steps and strong in others, and a few of them are strong in all.

Each step calls upon a different set of subskills. For example, the skill required to form legible letters is not the same skill that is needed in understanding phoneme-grapheme relationships. An additional skill is the ability to recall the sounds of a word. Therefore, instead of a single treatment for the poor speller, a variety of remedial techniques must be available, each geared to what has really led to the misspelled word.

Analysis and Treatment of Spelling Problems

Because it may signal basic skill weaknesses, a spelling error should be regarded as a piece of information. Properly understood, the misspelling may enable a teacher to unearth the cause of many potential errors. For example, if a pupil misspells **saved** by omitting the letter **d**, the error may be a sign that **ed** does not occur in his or her dialect. Thus, the original error is significant because of what it implies and should be treated with a view toward avoiding similar errors with other words.

For remedial purposes, a spelling problem is dealt with first by an *analysis* of the cause and then by a *treatment* designed specifically for that cause.

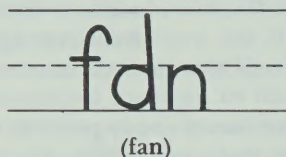
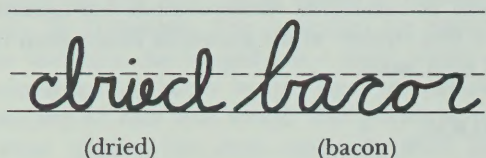
On the third-grade level, the deficiencies that cause spelling problems fall into three categories: (1) handwriting skills, (2) hearing skills, and (3) visual skills.

The following recommended treatments are arranged to correspond with these grade 3 problem areas. They are class-tested activities that put pupils through the mental

and physical motions needed in the spelling process. In other words, the treatments are not designed for specific misspelled words but are intended to strengthen the basic skills that are needed in the five steps to spelling a word.

1. WRITING SKILLS

A. Analysis Careless or inadequately developed handwriting can produce errors that are technically not misspellings but misrepresentations. In the samples below, a misformed letter led to a misspelled word.



B. Treatments for Poor Letter and Word Formation

- Materials:** Pupils' papers with misformed letters.
Activity: Emphasize that words have been miswritten rather than misspelled. Pupils practise the correct formation of improperly formed letters.
- Materials:** Pencil, paper.
Activity: Draw a face on the pad side of a pupil's middle finger and call this a troll. Tell the pupil to keep the troll under the bridge (his or her pencil) as he or she writes.
- Materials:** Sandwriting box (made of 0.5m box with 2 cm of sand in the box).
Activity: Pupils write letters and words in the sand.
- Materials:** Used handwriting texts.
Activity: Pupils trace exercises on letters that they have had difficulty with.
- Materials:** Chalkboard.
Activity: Write words with difficult letters. Pupils repeatedly trace over the words as they say them, paying particular attention to difficult letters.
- Materials:** Stopwatch, duplicated sheets with writing samples.
Activity: Pupils trace over letters, words, and sentences on duplicated sheets, attempting to increase their speed each time. Encourage pupils to write the letters rather than draw them. Time pupils and look for an increase of writing fluency accompanied by a decrease of time needed.
- Materials:** Duplicated sheets with handwriting samples on the right-hand side.
Activity: Pupils copy the samples and attempt to make their own work as much like the samples as possible.

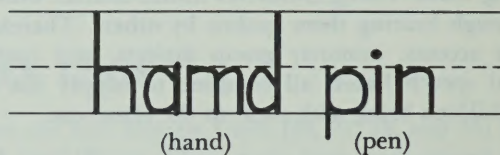
2. HEARING SKILLS

A. Analysis Some pupils misspell words because they have difficulty discriminating between similar, but different, sounds. Evidence of this difficulty occurs when pupils consistently substitute letters that produce nearly the same sound as the correct one, such as **m** for **n**, **t** for **d**, or **e** for **i**.

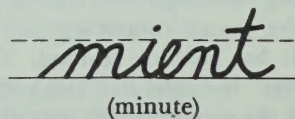
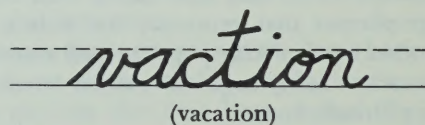
Pupils' inability to remember letter sequences are another weakness in auditory discrimination. For example, the pupils consistently spell the first syllable of a word correctly but spell the second or third syllable of a word incorrectly.

B. Hearing and Dialect When children grow up listening to a dialect of English, certain standard phonemes may be omitted from their awareness or heard in forms that make the standard written form hard to recognize. A regional pronunciation of **getting** may be shortened to "gettin'." Because of dialect-related causes, the phonemes presented in Units 8, 14, 15, 30, and 31 could produce errors. Other possible variants include: near-rhyming pairs like **guess** and **best**; sound-class differences, like **sad** and **had** in some dialects.

Letter-Sound
Substitution



Memory for
Sequence of Sounds



C. Treatments for Sound Formation

- Materials:** Mirrors.
Activity: Pupils see positions of their lips, teeth, tongue, and jaw when they are producing particularly difficult sounds. (This is quite useful when working with students who lack experiences in producing certain sounds.)
- Materials:** Two words, one of which either begins or ends with a sound that is difficult to pronounce.
Activity: Say both words. Pupils repeat only the word having the difficult sound.
- Materials:** Pairs of words: some of gross sound difference (**bend**, **extend**), others of fine distinction (**except**, **accept**), and others exactly alike.

Activity: Pronounce the word pairs. Pupils practise with both words until they can hear and pronounce both words distinctly.

4. *Materials:* List of words, some of which begin or end with a certain sound.

Activity: Repeat the words. Pupils raise their hands when they hear the sound.

D. Treatments for Whole Word Recognition

1. *Materials:* List of words, all of which rhyme but one.

Activity: Pupils raise their hands when they hear or see the nonrhyming word.

2. *Materials:* A word with a difficult sound.

Activity: Pupils think of rhyming words that have the same difficult sound, and then they pronounce them.

3. *Materials:* Drawing paper.

Activity: Pupils draw pictures of objects that are named by words whose first or last sound is difficult for them.

4. *Materials:* Toy drum or wood block and pencil.

Activity: Tap rhythmic patterns, increasing their difficulty over time. Pupils attempt to imitate the patterns.

5. *Materials:* Series of numbers.

Activity: Repeat a series of numbers, increasing their length over time. (*Suggestion:* Begin with two numbers.) Pupils repeat the numbers.

6. *Materials:* Alliterative sentences, such as: "**B**obby is a **b**oy. **B**obby is a **b**ig boy. **B**right **B**obby is a **b**ig boy."

Activity: Pupils repeat one sentence at a time. Keep adding one word after each successful try by pupils.

7. *Materials:* Story.

Activity: Read the story to pupils. Pupils retell the story in their own words. (*Suggestion:* Keep adding details or events to story as pupils progress.)

8. *Materials:* Nonsense rhymes with last words missing: "Did you ever see a **m**ouse/Living in a (house)?"

"Did you ever see a **g**oat/Wearing a blue (coat)?"

Activity: Pupils fill in words to complete sentences.

9. *Materials:* Familiar poem.

Activity: Recite the poem and then recite it again, leaving out last words of some lines. Pupils supply the missing words.

3. VISUAL SKILLS

A. Analysis Correctly visualizing a word is a critical ability in successful spelling. Weaknesses in this area can be identified by reversed or inverted letters or by groups of letters consistently written in an incorrect sequence.

letter reversal

bog

(dog)

letters transposed

broek

(broke)

letters added

furts her

(future)

B. Treatments for Letter Recognition

1. *Materials:* Used workbooks, duplicated sheets, and so forth.

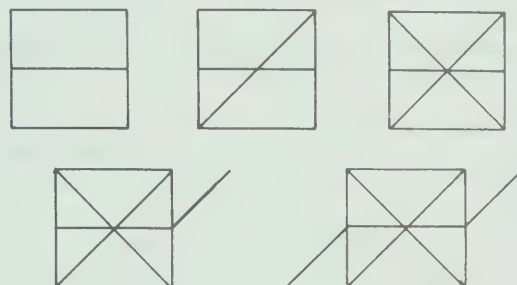
Activity: Pupils circle particular blends or digraphs, such as **sh**, **nd**, **ng**.

2. *Materials:* Two to four designs (see below) on a sheet.

Activity: Pupils duplicate the designs on another sheet. Increase difficulty as pupils progress.

3. *Materials:* Set of cards, each containing one more element in the design than the previous card.

Sample:



Activity: Pupils sort cards so that the simplest design begins the sequence and the most complex design ends the sequence. Add more complex items as pupils progress.

4. *Materials:* Chalkboard, misspelled word.

Activity: Write the first letter of the word on the chalkboard and ask pupils to write the same letter. Then erase the first letter and write the first two letters, asking pupils to write the two letters on the next line of their papers. Continue until pupils have written the entire word. (With older or advanced pupils, use syllables instead of letters.)

C. Treatments for Whole Word Recognition

1. *Materials:* Chalkboard or pieces of paper.

Activity: Write a group of letters (such as **m t a e**). Pupils write as many sequences of these letters as will make words (such as **meat**, **team**, **mate**, **tame**).

2. *Materials:* Many cards with words that differ in a way that calls attention to letter sequence (such as **waits**, **waist**).

Activity: Pupils match similar spellings and explain the differences.

3. *Materials:* Large flashcards with single words printed on them.

Activity: Pupils spell word after card is withdrawn.

4. *Materials:* Flashcards with words, as in item 3, above.

Activity: Pupils come to your desk, look at card, return to their own desks, and write word.

5. *Materials:* Simulated game of Concentration, requiring several pairs of cards that are face down on a table.

Activity: One pupil finds a pair that matches. If successful, he or she keeps the cards and tries to find another pair. If he or she cannot, another pupil takes a turn.

SECTION THREE: UNIT QUIZZES

The Unit Quizzes serve a diagnostic purpose. The results of the quiz indicate how well pupils are learning the unit's list words and formulas and what further activities will benefit them most.

Use the following procedure in administering a Unit Quiz.

1. Read the quiz word, which is in heavy type in the sentence.
2. Read the sentence illustrating the word's meaning.
3. Read the quiz word again.

The pupils are expected to write only the quiz words.

Refer to Section Two (page 3T) for the appropriate guidelines for uncovering the probable cause of errors made on the Unit Quiz.

Pupils who get thirteen or more correct answers have apparently mastered the formulas and word list in the unit. They should proceed to the Look Ahead section of the unit. Pupils who spell twelve or fewer words correctly should review the unit's formulas and list words by proceeding to the Look Again section of the last page of a unit. Pupils should enter their scores on their individual Spelling Progress Charts.

UNIT 7 QUIZ

1. The page was **torn** out.
2. Baseball is my favourite **sport**.
3. Michael was very **short**.
4. Catching tadpoles is **hard**.
5. Make a wish on that **star**.
6. Eskimos live near the **north** pole.
7. His **car** stalled on Third Avenue.
8. He couldn't **start** it.
9. It needs a new **part**.
10. Are you afraid of the **dark**?
11. I brought a pumpkin **for** you.
12. Easter sometimes comes in **March**.
13. Amos had never seen a **farm**.
14. My favourite vegetable is **corn**.
15. Tim speared the peas with his **fork**.
16. My dog is very **smart**.
17. What province were you **born** in?
18. Joan lost a **dart** behind the sofa.
19. Have you **worn** your new coat?
20. Don't blow the **horn** unless it's necessary.

UNIT 8 QUIZ

1. George watched the logs **burn**.
2. Don't feed the **birds** at the zoo.
3. The wind shook the **church** steeple.
4. The snails lived under the **fern**.
5. I couldn't find the store **clerk**.
6. There are not many buffalo **herds** left.
7. Stephanie is the new **girl** this year.
8. Tony didn't know the **term** "scalawag."
9. Lisa couldn't find **her** paints.
10. My chinchilla was losing its **fur**.
11. Steve is waiting for his **turn**.
12. He is **third** in line.
13. Angela came in **first** in the race.
14. Sandy tripped and **hurt** her knee.
15. She got mud on her **skirt**.
16. Does your hair **curl**?
17. There is **dirt** on the floor.
18. The bird is on the **perch**.
19. Donna's **shirt** is red.
20. Don't **spur** the horse yet.
21. Does this bed have a **firm** mattress?
22. A **germ** sometimes causes illness.

UNIT 9 QUIZ

1. Kathy lost both front **teeth**.
2. Silva can't **read** English.
3. Sally's cat drank the **cream**.
4. The wolf ran after the **sheep**.
5. Beverly's shoe rubbed her **heel**.
6. Willie found the jumping **bean**.
7. Someone had tried to **steal** it.
8. Ina likes whole **wheat** bread.
9. Sam played on the winning **team**.
10. The club found a place to **meet**.
11. Sam didn't want potatoes and **meat**.
12. Todd eats too many **sweets**.
13. They saw the **queen** in London.
14. The factory makes iron into **steel**.
15. Tony wouldn't ride the ferris **wheel**.
16. That plant grew from a **seed**.
17. **Deal** out the cards.
18. We saw a whole **fleet** of ships.
19. Boiling water causes **steam**.
20. The ocean is very **deep**.
21. Don't **scream** so loud.
22. A **beet** is a red vegetable.
23. Did you **weed** the garden?

UNIT 10 QUIZ

1. Alex saved Penny a **seat**.
2. Libby didn't **feel** well.
3. Apples cost a nickel **each**.
4. Explorers sailed **east** to China.
5. The accident made Tina's leg **weak**.
6. Dan had a scary **dream**.
7. The bus zoomed down the **street**.
8. Cecil's ceiling is painted **green**.

9. The ocean didn't **seem** cold.
10. For the test, you **need** a pencil.
11. Lee's room was messy all **week**.
12. His mother made him **clean** it.
13. Arnold used a spoon to **eat** spinach.
14. The centipede had a hundred **feet**.
15. What did you **teach** your dog?
16. **Easter** is always on a Sunday.
17. There is a **leak** under the sink.
18. The baby learned to **creep**.
19. Can I have a **peach**?
20. You **speak** very clearly.
21. Don't let the kitten tear the **screen**.
22. Terry thought the quiz was very **easy**.
23. We played hide and **seek** at the park.
24. The bird has a very sharp **beak**.

UNIT 11 QUIZ

1. Rick wanted to **play** Red Rover.
2. We will **stay** until four.
3. Sarah's hamster is a **male**.
4. Walt and Brian **made** a snowman.
5. Aunt Helen arrived on the **train**.
6. Lew tried to **sail** the boat.
7. Curtis walked in the **rain**.
8. He knew where the monster **came** from.
9. The sun hid behind the **gray** fog.
10. Fred was swinging on the **gate**.
11. I know the **way** to the cabin.
12. Find out when you **may** go home.
13. Nancy wore a **plain** blue coat.
14. She spilled the red **paint**.
15. Someone tore the last **page**.
16. Has the **mail** arrived yet?
17. Pick up a **tray** at the front of the line.
18. Our play will be on the **stage** in the auditorium.
19. A **ray** of sunshine came through the window.
20. Let's **raid** the refrigerator.
21. What is the **date** on that newspaper?

UNIT 12 QUIZ

1. It rained all **day**.
2. The horse gobbled the **hay**.
3. We skated on the frozen **lake**.
4. I don't want to **fail** the test.
5. My rabbit won't **gain** weight.
6. Martha had to **pay** for her lunch.
7. Tom wouldn't **say** the secret word.
8. Holly tried to **nail** the box shut.
9. Greg wouldn't **wait** for his brother.
10. Daisy made a funny **face**.
11. He found a **place** to hide.
12. Ellen dropped the dinner **plate**.
13. When the pond freezes, we can **skate**.
14. The ants ate Laurie's **cake**.
15. It wasn't worth what Joe **paid**.
16. I have a **pain** in my leg.
17. **Lay** the dish on the table.

18. Did Lonnie **chase** the ball?
19. We picked up a **stray** dog.
20. Part of the **rail** is broken.
21. The big **race** is today.
22. Let's fish in the **bay**.
23. Whose turn is it to **rake** the leaves?

UNIT 14 QUIZ

1. Jill sniffed the **rose**.
2. The furnace burned **coal**.
3. My dog has a cold **nose**.
4. The police officer **drove** us home.
5. The pin **broke** Ted's balloon.
6. Alan tried riding the **goat**.
7. Rod is too young to **vote**.
8. The guitarist played a **low** note.
9. The truck carried a big **load**.
10. Violet's yard was covered with **snow**.
11. The men couldn't **row** the barge.
12. Molly tried to tame the **crow**.
13. Most rivers **flow** downhill.
14. Ted sailed to sea in the **boat**.
15. The hikers took the steep **road**.
16. That package has a beautiful **bow**.
17. Can you **float**?
18. Jane wrote a thank you **note**.
19. Can you **tow** this wagon up the hill?
20. Which one is our **goal**?
21. I **hope** you have a good time.

UNIT 15 QUIZ

1. Edna wore a striped **coat**.
2. Can you make **soap** bubbles?
3. Matt took the salamander **home**.
4. The barge floated down the **coast**.
5. The girl **rode** the stallion.
6. The north winds **blow** all winter.
7. The trainer **spoke** to the lion.
8. The ostrich's head was in the **hole**.
9. The ball was too slippery to **throw**.
10. Shouting made Nancy's **throat** sore.
11. Jack is the tallest giant I **know**.
12. Geraniums can't **grow** in deserts.
13. Julius brought his snake to **show** Sabrina.
14. Don't eat the **whole** box of raisins.
15. It's not for keeps; it's a **loan**.
16. Can I have some **toast**?
17. Marsha has an ice cream **cone**.
18. Does it **glow** in the dark?
19. Did Gerry **boast** that she could do it?
20. The dog's **bone** is on the floor.

UNIT 16 QUIZ

1. My pencil has no **point**.
2. The coffee began to **boil**.
3. The candy machine kept the **coin**.
4. Too much salt will **spoil** the beans.

5. Andy worked as a delivery **boy**.
6. Will wanted to **join** the circus.
7. The winner jumped with **joy**.
8. The mongoose made a funny **noise**.
9. Alice found worms in the **soil**.
10. Rain makes Grandpa's knee **joint** ache.
11. The old man has a squeaky **voice**.
12. The dancer acted **coy** with the hero.
13. The pogo stick was her favourite **toy**.
14. The electrician carries a **coil** of wire.
15. The speckled toad was his first **choice**.
16. Did you **enjoy** the trip?
17. Cover the bowl with **foil**.
18. Did the farmer **toil** in the field?
19. Does your mother **employ** any people?

UNIT 17 QUIZ

1. We laughed at the **clown**.
2. Brad shinnied **down** the tree.
3. Before winter came, the duck flew **south**.
4. The sun shone through the dark **cloud**.
5. Jeanne learned to milk the **cow**.
6. Look at the frog I **found**.
7. In fall the leaves turn **brown**.
8. Burning leaves make a crackling **sound**.
9. The crane didn't know **how** to fly.
10. Jan painted her **mouth** purple.
11. Archie was the oldest man in **town**.
12. Behind the woodpile lived a **mouse**.
13. The witch lived in the haunted **house**.
14. Columbus thought the world was **round**.
15. Gerry has to practise the piano **now**.
16. He is **bound** to come to the party.
17. Cinderella's **gown** was beautiful.
18. The farmer uses a **plow**.
19. Serena's **blouse** matched her skirt.
20. Your voices are too **loud**.

UNIT 18 QUIZ

1. We flew our kites at **noon**.
2. Sugar cookies taste **good**.
3. The bride and the **groom** were married.
4. The bucket was made of **wood**.
5. Use minnows on your **hook**.
6. The feather tickled Shelly's **foot**.
7. When the wind blew, Peter **shook**.
8. The beanstalk **grew** six metres tall.
9. The wolf grinned, showing a **tooth**.
10. Across the prairie **flew** the hawk.
11. She mixed the gingerbread with a **spoon**.
12. The pebbles were where Jack **threw** them.
13. The bandit tried to **shoot** the deputy.
14. Goblins appeared whenever the **moon** was full.
15. The tower shook when the wind **blew**.
16. I have to stand on a **stool** to reach it.
17. They are serving **stew** for lunch today.
18. When she's sad, she's full of **gloom**.
19. Can you make a witch's **brew**?

20. There is **soot** on the walls.
21. Put your **hood** up if it rains.

UNIT 19 QUIZ

1. Father will **cook** spaghetti.
2. The farmer grows **food**.
3. Winter comes **soon** after Thanksgiving.
4. The ranger led the scout **troop**.
5. Wait until the fudge gets **cool**.
6. Outside the window **stood** Frankenstein.
7. My parakeet doesn't have to **chew** seeds.
8. This is the picture that Harry **drew**.
9. Wendy's hammer is in the **tool** chest.
10. The turtle was somewhere in John's **room**.
11. The blazing sun wilted the **bloom**.
12. The river wore the rocks **smooth**.
13. Cans and bottles spoiled the **brook**.
14. The posse galloped after the **crook**.
15. The passengers waited for the **crew**.
16. **Look** at the beautiful view.
17. Which **school** do you go to?
18. Terry has a **new** bicycle.
19. There is a small **nook** under the stairs.
20. A **screw** is holding the pieces together.
21. Where is the **spool** of thread?
22. There is still **dew** on the lawn.

UNIT 22 QUIZ

1. A large **raindrop** fell.
2. She followed the **cowboy**.
3. Joan wanted another **sister**.
4. It didn't snow all **winter**.
5. The zoo was closed on **Sunday**.
6. Chris carried the **football** outside.
7. The mangy dog licked the **children**.
8. Ivan chopped wood **after** school.
9. Losing the hula hoop **upset** Pam.
10. Carla wanted to go **without** her brother.
11. Yesterday Mother took us **downtown**.
12. The men plotted to **kidnap** Batman.
13. Why can't you see stars in **daytime**?
14. Out the window sailed the paper **airplane**.
15. Sherlock solved the mystery in **Chapter 10**.
16. Write a **sentence** about today's weather.
17. The **dancer** is graceful.
18. Marcy went to the **mailbox**.
19. The mail was **inside**.
20. The light from the **lantern** lit up the whole room.

UNIT 23 QUIZ

1. Zoe left the mustard jar **open**.
2. Please wait a **moment** longer.
3. Crusoe named the **native** "Friday."
4. Neon signs lit the **motel**.
5. When is the **program** on television?
6. May we watch it **later**?
7. Larry tried to **locate** his frog.
8. The gerbil was too **lazy** to play.

9. The calico cat climbed **over** the gate.
10. Gretel did her friends a **favour**.
11. The fire melted the tin **major**.
12. The tiger was only a **paper** one.
13. In the castle lived a beautiful **lady**.
14. Rick knew how the window was **broken**.
15. Into the moat sailed the **navy**.
16. Grace made a **robot** for a science project.
17. The **hotel** caught on fire during the storm.
18. Ships use **radar** when they are at sea.
19. That's a **crazy** idea.
20. Our car has a small **motor**.
21. My brother shaves with a **razor**.

UNIT 24 QUIZ

1. The stuffed **tiger** looked real.
2. Vacation started last **Friday**.
3. After recess, the class was **silent**.
4. What do you call a **female** horse?
5. Aunt June has no sense of **humour**.
6. Which list word has a **prefix**?
7. The soda wasn't **even** cold.
8. Watering the plants is your **duty**.
9. The monster was really a **human**.
10. Leslie forgot about her **music** lesson.
11. I saw a **zebra** at the zoo.
12. Subtract when you see a **minus** sign.
13. Amy pulled the petals off the **tulip**.
14. Joe went to bed with a **fever**.
15. Louise carried a basket of **lilac** blossoms.
16. Val plays the **tuba** in the band.
17. This is the **final** day of vacation.
18. Ann was the **demon** in our class play.
19. That was a **stupid** thing to do.
20. The **tiny** plant sprouted a flower.
21. Put a dime in the **meter**.

UNIT 25 QUIZ

1. Spring came in **April**.
2. Carrots have **vitamin A**.
3. Lou counted **eleven** gopher holes.
4. The cake had **coconut** frosting.
5. Smoke poured out of the **volcano**.
6. Father made a **cucumber** salad.
7. Some places have snow in **December**.
8. The new year starts with **January**.
9. Danny likes chives on his baked **potato**.
10. Which stars were born in **February**?
11. We go camping in **July**.
12. Is Halloween the last day of **October**?
13. Tish put lemon in her **tomato** juice.
14. Virgil found the dictionary in the **library**.
15. Remembrance Day is in **November**.
16. John's manners are a good **influence** on the others.
17. We listen to music on the **radio**.
18. Follow the same **procedure** for the remainder of the page.

UNIT 26 QUIZ

1. Bamboo stalks **shaded** the garden.
2. The hare and the tortoise **raced**.
3. Jenny left without **closing** the door.
4. The copilot **noted** the storm below.
5. The potter was **shaping** a vase.
6. He was also **making** clay bowls.
7. The detective stood **facing** the suspect.
8. An iguana was what he **hoped** for.
9. You wouldn't find him **liking** cats.
10. They left camp as the sun was **rising**.
11. The Indians were **mining** silver.
12. Len dreamed of **driving** the bulldozer.
13. Last year he started **saving** for one.
14. Christmas was what Scrooge **hated** most.
15. Juanita is **placing** the food on the table.
16. Are you **using** the red crayon?
17. I have a **prized** collection of dolls.
18. The cake is **baking** in the oven.
19. He **wiped** the dishes off.
20. Our school is **rated** very highly.
21. Diamonds are **mined** from under the ground.

UNIT 27 QUIZ

1. The chimney **smoked**.
2. Teresa tried **riding** the unicycle.
3. The baby **refused** the carrots.
4. The boys were **trading** baseball cards.
5. Seeing the monster left Jonathan **shaking**.
6. The star left, **waving** to the crowd.
7. "Come closer," said the wolf, **smiling**.
8. The girls were **providing** free lemonade.
9. Johnny planted apple trees, **spacing** them evenly.
10. The cookies were the kind Mother **baked**.
11. Dan used the freezer for **storing** snowballs.
12. Inside the school, Chris's father was **voting**.
13. David could see only by **striking** matches.
14. Which are the boots Karen **decided** on?
15. "He hadn't seen the robbers," he **stated**.
16. I have **saved** four dollars and fifteen cents.
17. The woman is **taming** the lion.
18. Janet **raked** the leaves on Saturday.
19. The kitten was **hiding** under the bed.
20. John **placed** the candle in the holder.

UNIT 28 QUIZ

1. The kangaroo **hopped** away.
2. Tom stumbled after **hitting** the ball.
3. Crossing the icy sidewalk, Keith **slipped**.
4. Bart felt the cat **rubbing** against him.
5. He reached down and **petted** her.
6. The canary began **flapping** his wings.
7. Francis opened the cage, **letting** him out.
8. The boys began **digging** in the sand.
9. Erica grew tired of **cutting** wood.
10. Before school started, Father took us **shopping**.
11. Beth was out of breath from **swimming**.
12. With two out, the pitcher was **batting**.
13. As he left, Bill **slammed** the door.

14. As Oliver played, Ed **hummed** along.
15. Sniffing the hamburger, the dog began **begging**.
16. We **canned** twenty-five jars of tomatoes.
17. Before they started, they **mapped** out the route.
18. Carla is **sitting** in the waiting room.
19. Angelo was **patting** the baby.
20. We **stepped** over the log.

UNIT 29 QUIZ

1. Tina's grandmother **hugged** her.
2. The crowd began **clapping** wildly.
3. Greg was not **planning** to go.
4. Roland thought of **skipping** dinner.
5. Ginny started **mopping** the floor.
6. Terry stumbled and **dropped** the pie.
7. Quickly he **grabbed** the monkey.
8. Hearing the crash, Frank came **running**.
9. The police officer **stopped** his motorcycle.
10. When are you **getting** a scooter?
11. With his finger, he **plugged** the dike.
12. The woman sat at the **spinning** wheel.
13. Howard was **stepping** on the stones.
14. He ate more before **shutting** the refrigerator.
15. Doug scored the **winning** run.
16. He keeps **bossing** us around.
17. Peggy **chopped** the wood for the fire.
18. Mother **pinned** on her corsage.
19. The frog was **sunning** herself on a rock.
20. No matter how hard we **tugged**, we couldn't free it.

UNIT 30 QUIZ

1. We won the **battle**.
2. Ellen didn't have a **single** pencil.
3. The horse waited in the **stable**.
4. Don couldn't **saddle** the donkey.
5. John gave the donkey an **apple**.
6. The water sparkled in the **bottle**.
7. Jane thought multiplication was **simple**.
8. The baby wasn't **able** to chew.
9. Sandy put his feet on the **table**.
10. The three **little** pigs went to market.
11. Mary got a parrot from her **uncle**.
12. Jim broke the **handle** off the cup.
13. Paul looked for pictures in the **Bible**.
14. Hope forgot the **title** of the book.
15. Tweedledee and Tweedledum couldn't **settle** the quarrel.

16. They transported the **cattle** on a train.
17. A **fable** always has a moral.
18. When the lights go out, we light a **candle**.
19. **Staple** all the papers together.
20. Mickey thought of a funny **riddle** to ask the class.

UNIT 31 QUIZ

1. Gerry raced across the **lawn**.
2. Valerie went the **wrong** way.
3. Lizards are hard to **draw**.
4. The chief **always** told the truth.
5. Santa will be here before **long**.
6. I saw a scarecrow made of **straw**.
7. Cynthia didn't want to **talk** to Andre.
8. Does this scarf **belong** to Maria?
9. Sid wouldn't take his brother **along**.
10. The sky was pink at **dawn**.
11. Barbara tried to hide a **yawn**.
12. Merlin took a **walk** in the forest.
13. They sang three verses of the **song**.
14. Rex will come when you **call** him.
15. The French fries have too much salt.
16. The milkshake was flavoured with **malt**.
17. Watch out for the crab's **claw**.
18. What colour should we paint this **wall**?
19. The kitten's **paw** is hurt.

UNIT 32 QUIZ

1. The pet store **sold** parrots.
2. Randy couldn't **find** his drum.
3. Alaska seemed much too **cold**.
4. The three mice were nearly **blind**.
5. Would you **mind** feeding Pogo?
6. Her crown was solid **gold**.
7. The friendly **ghost** tied my shoe.
8. The spider played **host** to the fly.
9. He liked centipedes the **most**.
10. No one believed what she **told** him.
11. The trader brought supplies to the **post**.
12. He was too **old** for strained peas.
13. The keeper was **kind** to the giraffe.
14. Rita tore her paper on the **fold**.
15. The potato was too hot to **hold**.
16. Do you have to **scold** your dog?
17. **Bind** the seams together with small stitches.
18. The tiny deer was very **bold**.
19. A **hind** is a female deer.

SECTION FOUR: WORD LISTS

Grade 3 List Words

Key:

Numbers in parentheses indicate unit.

Heavy type indicates key word.

Asterisk indicates dictionary entry.

able (30)	came (11)	dart (7)	find (32)	hind (32)	loan (15)
after (22)*	candle (30)	date (11)	firm (8)	hitting (28)	locate (23)
airplane (22)	canned (28)	dawn (31)*	first (8)	hold (32)	long (31)*
along (31)	car (7)	day (12)	flapping (28)	hole (15)	look (19)
always (31)	cattle (30)	daytime (22)	fleet (9)	home (15)	loud (17)
apple (30)	chapter (22)	deal (9)	flew (18)	hood (18)	low (14)
April (25)	chase (12)	December (25)	float (14)	hook (18)	made (11)
baked (27)	chew (19)	decided (27)	flow (14)	hope (14)	mail (11)
baking (26)	children (22)	deep (9)	foil (16)	hoped (26)	mailbox (22)
batting (28)	choice (16)	demon (24)	fold (32)	hopped (28)	major (23)
battle (30)	chopped (29)	dew (19)	food (19)	horn (7)	making (26)
bay (12)	church (8)	digging (28)	foot (18)	host (32)	male (11)*
beak (10)	clapping (29)	dirt (8)	for (7)	hotel (23)*	malt (31)
bean (9)	claw (31)	down (17)	fork (7)	how (17)	mapped (28)
beat (9)	clean (10)	downtown (22)	found (17)	house (17)	March (7)
begging (28)	clerk (8)	draw (31)*	Friday (24)	hugged (29)	may (11)
belong (31)*	closing (26)	dream (10)	fur (8)*	human (24)	meat (9)*
Bible (30)	cloud (17)	drew (19)	gain (12)	hummed (28)	meet (9)*
bind (32)	clown (17)	driving (26)	gate (11)	humour (24)	meter (24)
bird (8)	coal (14)*	dropped (29)	germ (8)	hurt (8)	mind (32)
blew (18)	coast (15)*	drove (14)	getting (29)	influence (25)	mined (26)
blind (32)	coat (15)	duty (24)	ghost (32)	inside (22)	mining (26)
bloom (19)	coconut (25)	each (10)	girl (8)*	January (25)	minus (24)
blouse (17)	coil (16)*	east (10)*	gloom (18)	join (16)	moment (23)
blow (15)	coin (16)	Easter (10)	glow (15)	joint (16)	moon (18)
boast (15)	cold (32)	easy (10)	goal (14)	joy (16)*	mopping (29)
boat (14)	cone (15)	eat (10)	goat (14)	July (25)	most (32)
boil (16)	cook (19)	eleven (25)	gold (32)	kidnap (22)	motel (23)
bold (32)	cool (19)	employ (16)	good (18)	kind (32)	motor (23)
bone (15)	corn (7)	enjoy (16)	gown (17)	ladle (23)	mouse (17)
born (7)	cow (17)*	even (24)	grabbed (29)	lady (23)	mouth (17)
bossing (29)	cowboy (22)	fable (29)	gray (11)	lake (12)	music (24)
bottle (30)	coy (16)	face (12)*	green (10)	lantern (22)	nail (12)
bound (17)	crazy (23)	facing (26)	grew (18)	later (23)	native (23)
bow (14)	cream (9)	fail (12)	groom (18)	lawn (31)	navy (23)
boy (16)	creep (10)	farm (7)	grow (15)	lay (12)	need (10)
brew (18)	crew (19)	favour (23)	handle (30)	lazy (32)	new (19)
broke (14)	crook (19)	February (25)	hard (7)	leak (10)	noise (16)*
broken (23)	crow (14)	feel (10)	hated (26)	letting (28)	nook (19)
brook (19)	cucumber (25)	feet (10)*	hay (12)	library (25)	noon (18)
brown (17)	curl (8)	female (24)	heel (9)*	liking (26)	north (7)
burn (8)	cutting (28)	fern (8)	her (8)	lilac (24)	nose (14)
cake (12)	dancer (22)	fever (24)	herd (8)*	little (30)	note (14)
call (31)	dark (7)	final (24)	hiding (27)	load (14)	noted (26)

November (25)	providing (27)	scold (32)	soap (15)	street (10)	troop (19)
now (17)	queen (9)	scream (9)	soil (16)*	striking (27)	tuba (24)
October (25)	race (12)	screen (10)	sold (32)	stupid (24)	tugged (29)
old (32)	raced (26)	screw (19)	song (31)	Sunday (22)	tulip (24)
open (23)	radar (23)	seat (10)	soon (19)	sunning (29)	turn (8)
outside (22)	radio (25)	seed (9)	soot (18)	sweet (9)*	uncle (30)
over (23)	raid (11)	seek (10)	sound (17)	swimming (28)	upset (22)
page (11)	rail (12)	seem (10)	south (17)	table (30)	using (26)
paid (12)	rain (11)	sentence (22)	spacing (27)	talk (31)	vitamin (25)
pain (12)	raindrop (22)	settle (30)	speak (10)	taming (27)	voice (16)
paint (11)*	rake (12)	shaded (26)	spinning (29)	teach (10)	volcano (25)
paper (23)*	raked (27)	shaking (27)	spoil (16)	team (9)	vote (14)
part (7)	rated (26)	shaping (26)	spoke (15)*	teeth (9)	voting (27)
patting (28)	ray (11)	sheep (9)	spool (19)	term (8)	wait (12)
paw (31)	razor (23)	shirt (8)	spoon (18)	third (8)	walk (31)
pay (12)	read (9)*	shook (18)	sport (7)	threw (18)	wall (31)
peach (10)	refused (27)	shoot (18)	spur (8)	throat (15)	waving (27)
perch (8)	riddle (30)	shopping (28)	stable (30)	throw (15)	way (11)*
petted (28)	riding (27)	short (7)	stage (11)	tiger (24)	weak (10)*
pinned (28)	rising (26)	show (15)*	staple (30)	tiny (24)	weed (9)
place (12)	road (14)	shutting (29)	star (7)*	title (30)	week (10)*
placed (27)	robot (23)	silent (24)	start (7)	toast (15)	wheat (9)
placing (26)	rode (15)	simple (30)	stated (27)	toil (16)	wheel (9)
plain (11)*	room (19)	single (30)	stay (11)	told (32)	whole (15)
planning (29)	rose (14)	sister (22)*	steal (9)*	tomato (25)	winning (29)
plate (12)	round (17)	sitting (28)	steam (9)	tool (19)	winter (22)*
play (11)	row (14)	skate (12)	steel (9)*	tooth (18)	wiped (26)
plow (17)	rubbing (28)	skipping (29)*	stepped (28)	torn (7)	without (22)
plugged (29)	running (29)	skirt (8)	stepping (29)*	tow (14)	wood (18)
point (16)	saddle (30)	slammed (28)	stew (18)	town (17)	worn (7)
post (32)	sail (11)*	slipped (28)	stood (19)	toy (16)	wow (17)
potato (25)	salt (31)	smart (7)	stool (18)	trading (27)	wrong (31)
prefix (24)	saved (27)	smiling (27)	stopped (29)	train (11)	yawn (31)
prized (26)	saving (26)	smoked (27)	storing (27)	tray (11)	zebra (24)*
procedure (25)	say (12)	smooth (19)	straw (31)		
program (23)	school (19)	snow (14)	stray (12)		

Irregular Words

Key: Numbers in parentheses indicate unit.

about (28)	began (16)	colour (27)	flour (9)	iron (23)	pint (23)	tea (31)
again (28)	behind (16)	coming (27)	flower (9)	isn't (24)	please (31)	though (8)
ago (28)	between (16)	couldn't (29)	four (8)	laugh (18)	pretty (19)	today (11)
all (7)	both (8)	country (27)	full (12)	learn (14)	pull (12)	together (10)
almost (26)	bought (17)	cousin (30)	give (19)	light (22)	put (12)	truly (10)
also (26)	bread (15)	different (25)	goes (8)	look (12)	ready (15)	twelve (32)
although (26)	brother (27)	doesn't (24)	gone (7)	merry (32)	receive (31)	wasn't (24)
animal (18)	brought (17)	don't (29)	guess (15)	might (22)	right (22)	watch (26)
around (28)	build (25)	early (14)	haven't (24)	minute (25)	sea (31)	water (26)
aunt (18)	building (25)	earth (14)	having (18)	money (30)	shoe (11)	weather (15)
away (28)	built (25)	enough (30)	head (15)	move (11)	shouldn't (29)	woman (12)
ball (7)	busy (19)	eye (23)	health (32)	new (11)	since (19)	won't (29)
bear (32)	buy (23)	fall (7)	heard (14)	only (8)	small (7)	world (14)
beautiful (10)	can't (24)	family (18)	heavy (32)	ought (17)	something (27)	wouldn't (29)
because (16)	caught (17)	few (10)	high (22)	our (9)	suit (10)	young (30)
before (16)	city (19)	fight (22)	hour (9)	out (9)	sure (11)	
	climb (23)		hundred (30)	people (31)	taught (17)	

Spelling- Reading Correlation Chart

Phonic Analysis

Auditory-Visual Discrimination

Consonants	Initial					Final
	/b/	l: 18-19, 68, 76, 77, 78, 84, 100-101, 110-111*	/h/	l: 40-41, 71, 76, 80, 84	/s/	/k/
		2: 2	/j/	l: 50-51, 72, 77, 82, 85		/g/
	/k/	l: 32-33, 70, 75, 76, 80, 84	/k/	l: 34-35, 70, 76, 82, 84	/t/	/n/
	/d/	l: 22-23, 68, 76, 78, 84, 104-105, 110-111	/l/	l: 52-53, 72, 75, 77, 78, 85		/s/
	/f/	l: 44-45, 69, 76, 80, 85, 102-103, 110-111	/m/	l: 26-27, 69, 76, 80, 84, 104-105, 110-111	/v/	/z/
	/g/	l: 36-37, 70, 76, 77, 81, 84, 100-101, 110-111	/n/	l: 28-29, 69, 76, 82, 84, 102-103, 110-111	/w/	/t/
			/p/	l: 16-17, 68, 74, 76, 77, 78, 84, 106-107, 110-111	/y/	/ks/
			/r/	l: 60-61, 73, 77, 81, 85	/z/	

*Level 1 notations refer to page numbers. All other notations refer to unit numbers.

Consonant Blends	Initial					Final
	/bl/	3: 4	/fl/	2: 13	/sl/	/mp/
	/br/	2: 11	3: 4	3: 3		/nd/
	/cl/	2: 10	/fr/	2: 13	/sp/	/ngk/
		3: 3	/gl/	3: 5	/st/	/nk/
	/cr/	2: 10	/gr/	2: 11	/tr/	/nt/
	/dr/	2: 11	/pl/	2: 10		/st/
		3: 3	3: 5			

Consonant Clusters	Initial	Final	
	/ch/ch	2: 19	/sh/sh
	/k/ch	6: 17, 20	unvoiced
		7: 6	voiced
	/s/ci	5: 32	/hw/wh
	/g/gu	5: 25	/r/wr
	/n/kn	6: 18, 20	
	/f/ph	6: 16	
		7: 6	
	/kw/qu	2: 19	
		3: 5	

Vowel

Digraphs

/ā/ai	3: 11, 12 4: 4, 11, 28 5: 3 7: 3	/ū/EAU /ē/EE	4: 22 2: 28 3: 3, 9, 10 4: 5, 11, 21, 25 7: 3	/ē/ie	4: 18 5: 30 6: 27 7: 3	/ū/ou /u/ou	4: 18 2: 20 4: 19, 25 2: 21
/e/ai	5: 16	/ē/ei	4: 18 5: 4, 30 6: 27 7: 3	/ī/ie	4: 22, 25 7: 3	/ō/ough	3: 17
/ā/aigh	5: 3			/ī/igh	2: 14 3: 22 4: 13, 22, 25 7: 3	/ō/ough /ō/ow	5: 6 3: 14, 15, 17 4: 6, 11
/ō/au	4: 21						
/ō/ough	3: 17						
/ō/aw	3: 31						
/ā/ay	3: 11, 12 4: 4 7: 3	/ā/eigh	4: 27, 28 5: 30 6: 27	/ō/oa	3: 15 4: 6, 11 7: 3	/ū/ue /ū/ue	4: 20 5: 33
/e/ay	5: 16	/ā/et	7: 3, 7	/u-oe	5: 18, 28	/ī/ui	5: 17
/ā/ea	4: 28 7: 3	/ū/ew /ū/ew	7: 3 3: 19	/ū/oe /ū/oo	2: 20 4: 8	/ū/ui	4: 22
/e/ea	3: 15 4: 15, 17 5: 16, 24 3: 9, 10 4: 5, 11 7: 3	/ā/ey	2: 19 5: 3	/ū/oo	2: 20 4: 8, 22	/i/uy	5: 5
/ē/ea		/ē/ey	4: 21, 25 7: 3	/ō/ou /u/ou	4: 23 4: 16, 17 5: 21, 28		
		/e/ie	2: 31				

Vowel

Diphthongs

/oi/oi	3: 16 4: 9	/oi/oy	3: 16 4: 9	/ou/ou	3: 17 4: 9	/ou/ow	3: 17 4: 9
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Other

Vowels

/ō/all /ō/o	3: 31 3: 31	/ū/o	4: 19, 22, 25	/ū/u	4: 18	/ū/u	4: 19, 25
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R-Controlled

Vowels

/ār/air /ār/ar	4: 12, 17 3: 7 7: 24 8: 2	/ir/ear /ir/ear	3: 14 4: 13 4: 12, 17 4: 12, 17 6: 18	/ēr/ere /ār/ere /ir/ier /ēr/ir	2: 12 4: 30 6: 18 3: 8 7: 24	/ēr/or /ēr/or /ōr/or	2: 12 4: 13 3: 14 3: 7 7: 24
/ōr/ar	4: 5	/ār/eir	2: 19		8: 2		8: 2
/ār/are	4: 12, 17	/ēr/er	3: 8 7: 24 8: 2	/ōr/oor /ōr/our	2: 25 2: 25	/ēr/ur	3: 8 7: 24 8: 2

Schwa

/ə/ as an unaccented vowel
symbol 7: 4
Association of schwa sound with
a given group of words 7: 5
/ə/ a 3: 28
4: 8, 9, 15, 24, 33
5: 9, 15
7: 4
/ə/ age 5: 11, 15
/ən/ ain 5: 11, 15
/əl/ al 6: 7, 9, 12
/əm/ am 6: 9
/əns/ ance 6: 4
8: 8

/ənt/ ant 6: 4
8: 8
/ər/ ar 4: 14, 17
5: 13, 15, 32
/əʃən/ ation 6: 5
8: 8
/ʃəl/ cial 6: 31
/ʃən/ cian 8: 8
/ə/ e 4: 15, 33
7: 4
/əl/ el 5: 12, 15
6: 9, 12
/əm/ em 6: 9
/ən/ en 5: 10, 15
6: 10

/əns/ ence 6: 3, 12
8: 8
/ənt/ ent 6: 3, 12
8: 8
/ər/ er 4: 14, 17
5: 13, 15, 32
6: 11, 12, 17
/ə/ i 4: 33
7: 4
/əs/ ice 5: 11, 15
/əl/ il 6: 10, 12
/əl/ ile 6: 6
/ən/ in 6: 10
/ən/ ion 6: 5

/ishən/ ition 6: 5
8: 8
/əl/ le 5: 12, 15
6: 10, 12
/ə/ o 4: 33
7: 4
/əm/ om 6: 8, 9
/ən/ on 5: 10, 15
/ər/ or 4: 14, 17
5: 13, 15, 32
6: 11, 12, 17
/ət/ ot 6: 26
/ʃən/ sion, tion 8: 8
/ə/ u 7: 4

Syllabication

Dividing words between the conso-
nant and the second vowel letter
when the first vowel sound is short
6: 14, 20
7: 20

Dividing words between the first
vowel letter and the consonant
when the first vowel sound is long
6: 14, 20
7: 20

Dividing words between two conso-
nants when the consonants

separate the vowel sounds

6: 14, 20
7: 20

Hearing a schwa sound for the
vowel letter when the syllable is
unaccented 8: 6

Marking accented syllables 5: 14

6: 13

8: 11

Noting primary accents 5: 14

6: 13

8: 11

Noting secondary accents 6: 13

8: 11

Noting syllables in compound words

3: 22

Putting syllables together to form

words 3: 22, 25

4: 9, 20

Seeing how suffixes add syllables to

words 5: 5

Seeing how words are divided into

syllables in a dictionary 3: 13

4: 10

5: 14

6: 13

7: 20

8: 11

Seeing syllabication in words in
which the two vowels together
split to form separate syllables
5: 33

Seeing that /ə/ a indicates an un-
accented syllable 3: 28

4: 8, 9, 15, 24, 33

5: 9, 15

Seeing that vowel sound is a clue

to syllabication 4: 10

5: 14

6: 13, 15, 20

7: 20

8: 11

Visual Discrimination

Seeing antonyms

5: 20

6: 31

Seeing homographs

5: 18

Seeing prefixes

7: 14

8: 12

Seeing singular and plural forms

4: 23, 24

5: 31

Seeing specific words 8: 27, 28

Seeing synonyms

5: 20

6: 32

7: 29

8: 16, 25

Seeing words that are list words	4: 13	Seeing words that are list words	7: 16, 25	Seeing words that have blends	2: 11, 13, 15
5: 4, 7, 21, 23, 26, 33		3: 7, 16, 18, 23	8: 24	Separating words from groups of letters	6: 3, 9, 10, 11, 16, 18
6: 5, 7, 17, 33		4: 5, 8, 9, 12, 15, 16, 19, 21, 24, 26, 31, 32		Separating words in sentences	7: 12, 15, 23
Seeing words that are spelled alike		5: 5, 16, 21, 25, 27, 30, 31		Separating words from groups of letters	6: 3, 9, 10, 11, 16, 18
1: 89, 91, 93, 95, 97, 101, 103, 105, 107, 109, 111		6: 3, 15, 18, 19, 24, 26		Separating words in sentences	5: 8, 15, 22, 29, 34
				Separating words from groups of letters	6: 3, 4, 8, 10

Structural Analysis

Changing y to i in C-y words before adding endings	4: 23, 28 5: 28, 31 6: 21 7: 10 2: 31 3: 22 4: 26, 34 5: 16, 17 6: 33 7: 27 8: 17, 18 3: 24 4: 24 5: 21, 22 6: 29	Dropping final e in V-C-e words before adding endings with a vowel	3: 26, 27 4: 29, 30, 34 5: 27, 29 6: 22 7: 9 8: 3 er and or as markers of agent	Not doubling final consonants in V-V-C words before adding endings beginning with vowels	5: 26 Not dropping final e before adding endings beginning with consonants	7: 9 Not dropping final e in words ending with ce or ge before adding able and ous	7: 9 Plurals	plural ending s	4: 22, 25 5: 31 6: 26 7: 26 8: 19
Compound words								Seeing that some words stand for both singular and plural forms	6: 26 6: 29
Contractions								Possessives	
								Prefixes	
								anti	7: 15
								com	5: 3
								con	7: 14
								de	4: 32 7: 14
								dis	4: 33 7: 14
								en	5: 3
								ex	6: 25
								im	5: 4
									5: 4 7: 26 8: 19
Doubling final consonant in C-V-C words before adding endings	3: 22, 28, 29 4: 30, 34 5: 24 6: 23 7: 11 8: 5	Not doubling final consonants in one-syllable V-C-C words before adding endings beginning with vowels	5: 25, 29 8: 5	Not doubling final consonants in V-V-C words before adding endings beginning with vowels	5: 31 6: 26 7: 26 8: 19	Not dropping final e before adding endings beginning with vowels	5: 26 Not dropping final e before adding endings beginning with consonants	7: 9 Not dropping final e in words ending with ce or ge before adding able and ous	7: 9 Plurals
								changing f to v and adding es to form plural	6: 26
								plural change from us to i	7: 26 8: 19
								plural changes within words	5: 31 6: 26 7: 26 8: 19
								plural ending es	4: 24, 25 5: 31 6: 26 7: 26 8: 19

in	4: 33 6: 25 7: 14		6: 3, 5, 6, 9, 11, 16, 18, 27 7: 10, 13 8: 2, 8, 12	il	6: 10 5: 6, 8 6: 5, 24	sphere	7: 23
inter	7: 15			ion	5: 6, 8 6: 5, 24	ty	6: 8
pre	4: 33 7: 14			ious	6: 32	ure	6: 7
pro	4: 32 7: 14	Suffixes		ist	6: 24	ward	6: 19, 20
re	4: 32 6: 25 7: 14	able	5: 7, 8 6: 24 7: 9	ition	6: 5	Word endings	
sub	7: 15	al	8: 3 5: 7, 8 6: 9	ive	6: 8	s	2: 19, 27 3: 16
trans	7: 15	an	7: 9	ize	7: 12	ed	3: 19, 26 4: 23, 29, 30 5: 25, 26 6: 24
un	5: 4 6: 25	ation	7: 13 6: 5, 24	le	6: 10	ing	3: 26 4: 29, 30 5: 25, 26 6: 24
Root words	3: 16, 26, 27, 28, 29 4: 23, 29, 30, 31 5: 3, 4, 5, 6, 24, 26, 27	el	6: 9	less	5: 5, 8 7: 23		
		en	6: 10	logy	5: 5, 8 7: 9		
		ful	4: 31, 34	ment	7: 9		
		ian	7: 13	meter	7: 23		
		ible	6: 7	ness	4: 31, 34		
		ic	7: 12	ous	5: 6, 8 7: 9	n	3: 15
		ify	7: 12	scope	7: 23	ly	4: 31, 34
				ship	7: 12	er	6: 24

Language Development

Coining new words from known word parts	7: 6, 13, 15, 21, 24	Making words out of the letters in a longer word	6: 4, 8, 14, 15, 21, 27	Recognizing subtle differences in word choice	8: 29
Discussing homonyms in poetry context	7: 3	Misspelling words due to pronunciation	8: 7	Rewriting advertising newspaper articles	8: 28
Discussing the schwa in story context	7: 5	Noting differences in regional pronunciation	7: 7	telegrams	8: 27
Identifying picture names or concepts	1: 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 69, 70, 71, 72, 73, 74, 75, 78,	Playing charades	4: 14, 19	Seeing how prefixes alter the meaning of words	5: 3, 4 7: 15 8: 12
		Recognizing general and specific terms	7: 29	Seeing how suffixes alter the meaning of words	7: 12, 13 8: 13, 19
		Recognizing new words that contain a familiar root or suffix	7: 13		
		Recognizing number words	4: 20		
		Interpreting figures of speech	6: 18		
		Inventing imaginary words for the future	8: 2		

Comprehension

Appreciating poetry answering riddles in verse	2: 2 4: 11, 22	Locating specific information Understanding story elements	4: 13 4: 5, 8, 13, 16, 22, 23, 26, 28, 33 5: 4, 10, 12, 13, 16, 18, 25, 32 6: 4, 9, 15, 22, 26, 27	to complete sentences	2: 3, 4, 12, 13, 22, 24, 27, 28 3: 4, 5, 7, 9, 11, 12, 15, 17, 23, 27, 28, 30, 31, 32 4: 3, 4, 6, 7, 10, 12, 15, 19, 22, 23, 29, 30, 31, 32 5: 7, 9, 11, 14, 15, 18, 19, 22, 28, 33 6: 5, 6, 8, 12, 14, 15, 16, 18, 19, 21, 22, 23, 28, 29, 30, 31, 32, 33, 34 7: 3, 4, 5, 6, 9, 10, 11, 13, 16, 17, 18, 21, 22, 26, 27, 29 8: 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 18, 19, 22, 23, 25, 26, 27, 28, 29
hearing and seeing phonic elements in a poem	1: 36, 42, 50 2: 2, 9, 14, 18, 20 3: 2, 6, 16	Using context clues to complete an activity	2: 13 3: 5, 7, 9, 11, 12, 13, 16, 17, 23, 24, 25, 26, 28, 30, 31, 32 4: 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 27, 28, 34 5: 3, 4, 6, 7, 9, 10, 11, 14, 17, 18, 19, 20, 23, 25, 26, 27, 28, 30, 31, 32, 33 6: 3, 4, 5, 6, 8, 9, 11, 12, 13, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 7: 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30 8: 4, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29	to complete spelling	2: 2, 3, 4, 5, 6, 7, 9, 12 3: 32 4: 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33 5: 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33 6: 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
finding rhymes in a poem	2: 26				
replacing words with rhyming synonyms in a poem	5: 14				
supplying correct word forms to complete a poem	8: 5				
supplying rhyming words in a poem	4: 18 5: 24				
supplying rhyming words with ed and ing ending in a poem	5: 25, 26				
understanding couplets	7: 3, 4, 16, 18, 24 8: 6, 7, 8, 24				
understanding limericks	8: 5				
understanding rhyme scheme	7: 3, 4, 16, 18, 24 8: 6, 7, 8, 24				
Comparing and contrasting points of view	8: 29				
Comparing and contrasting the origin of words	7: 25				
Comparing and contrasting words that communicate beliefs and ideas	8: 27, 28				
Comparing picture names or concepts	1: 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67				
		Using illustrations			
					1: 2, 74, 75, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 112 2: 3, 4, 5, 6, 7, 9, 10, 11, 22, 28, 31 3: 4, 5, 7, 9, 11, 14, 15, 17, 18, 23, 24, 29, 30, 31 4: 3, 8, 24, 26 5: 10, 17 6: 11, 26

7: 13	to complete spelling	to correct spelling	6: 5, 9, 21, 22, 23, 25
8: 15, 16, 28, 29	2: 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29	5: 12, 32	
Using picture clues to answer questions	3: 10, 15, 16, 19, 26, 28, 29, 32, 33, 34	6: 5, 7, 30	Using rhyming clues
3: 9, 14, 18, 24, 29	4: 4, 5, 6, 9, 12, 14, 16, 19, 29, 30, 32	2: 3, 5, 12, 19, 22, 26	1: 93, 95, 105, 107
4: 3, 8, 24, 26	5: 3, 7, 9, 18, 19, 23, 24, 27, 28, 30, 33	3: 8, 12, 16, 19, 22, 25, 26, 28, 31	2: 5, 13, 15, 21, 26
5: 10, 17, 20		4: 7, 8, 15, 18, 21, 23, 24, 27, 28, 31, 32, 33	3: 8, 11, 12, 14, 15, 18, 19, 29, 31
6: 11, 26		5: 3, 4, 5, 6, 9, 11, 12, 13, 16, 21, 24, 25, 26, 27, 28, 30, 31, 32, 33	4: 4, 5, 7, 8, 9, 18, 27
7: 13			5: 9, 14, 24, 25, 26, 32
to complete sentences			
2: 12, 13, 22, 24, 27, 28, 31			
3: 7, 11, 15, 17, 23, 27, 30			

Study Skills

Alphabetizing	2: 17	Using charts	6: 21, 22, 23, 25	entry words	2: 17	syllabication	3: 13
	3: 13	7: 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 17, 18, 22, 24, 26			3: 13		4: 10
	4: 10				4: 10		5: 14
	5: 14				5: 14		6: 13
	6: 13				6: 13		7: 20
	7: 20				7: 20	word origins	8: 11
Understanding guide words	8: 11	8: 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 19		guide words	8: 11		6: 13
	2: 17				2: 17		7: 20
	3: 13	Using the dictionary			3: 13	Using the pronunciation key	8: 11
	4: 10	accent marks	5: 14		4: 10	accent	5: 14
	5: 14		6: 13		5: 14		6: 13
	6: 13		7: 20		6: 13		7: 20
	7: 20		8: 11		7: 20		8: 11
Using a thesaurus	8: 11	alphabetical order	2: 17	meanings	8: 11	dictionary respelling	3: 13
	7: 29		3: 13		2: 19, 21, 29		4: 10
	8: 16		4: 10		3: 13		5: 14
			5: 14		4: 10		6: 13
			6: 13		6: 13		7: 20
			7: 20		7: 20		8: 11

Sound Production Chart

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/a/	cat after	The sound is voiced, produced with lips unrounded, tongue partially elevated, and jaw dropped.	The beginning short a sound may be confused with the name of the letter.
/ā/	base mail say	The sound is voiced, produced with lips unrounded and tongue slightly raised and in mid-position.	
/ā/	care stair	Same as /ā/, with tongue farther back.	
/ä/	car father	The sound is voiced, produced with tongue dropped and forward (often touching lower gum ridge) and jaw dropped.	
/e/	bet said	The sound is voiced, produced with lips unrounded and tongue slightly elevated in the middle of the mouth.	The beginning short e sound is often confused with the name of the letter.
/ē/	seed mean	The sound is voiced, produced with lips widened and the back of the tongue backed and high.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ɛr/	work earn	The sound is voiced, produced with lips slightly rounded and tongue relaxed.	
/ə/	weather actor	Same as /er/, but occurs in unstressed syllables.	
/i/	six	The sound is voiced, produced with lips unrounded and tongue partly elevated.	The beginning short i sound may be confused with the name of the letter.
/ī/	wise fry	The sound is voiced, produced with lips unrounded, tongue low, and jaw slightly dropped.	
/o/	spot	The sound is voiced, produced with lips unrounded, tongue low, and jaw dropped.	The beginning short o sound may be confused with the name of the letter.
/ō/	pole goal	The sound is voiced, produced with lips rounded and tongue slightly raised in the middle.	
/ô/	all dog	Same as /ō/, with less rounding of lips and with tongue relaxed.	
/oi/	m ^o ist enjoy	The sound is voiced, produced with lips rounded and tongue back and slightly lowered.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ou/	loud crowd	The sound is voiced, produced with lips parted and tongue in the middle and slightly raised.	
/u/	sun cover	The sound is voiced, produced with lips rounded and the back of the tongue elevated.	The beginning short u sound may be confused with the name of the letter.
/ü/	future	The sound is voiced, produced with lips rounded and tongue back, raised, and touching palate.	
/ü/	hood full	The sound is voiced, produced with lips rounded and tongue low and relaxed.	
/ü/	broom soup	Same as /ü/, except tongue does not touch palate.	
/ə/	among seven	The sound is voiced, produced with lips parted, tongue low and relaxed, and jaw slightly dropped.	
/b/	bake robbed	The sound is voiced, produced with both lips and without an audible explosion of air.	The b and p sounds may be confused with each other. Words with the blends br and bl may be confused with the isolated b sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ch/	chew lunch	The sound is voiceless, produced by combining /t/ and /sh/.	
/d/	deep pudding	The sound is voiced, produced with tongue contacting upper gum ridge. It is made with a relatively weak explosion of air.	The d and t sounds may be confused with each other. Words with the blend dr may be confused with the isolated d sound.
/f/	fox stiff	The sound is voiceless, produced with the contact of the lower lip with the upper teeth. The air makes an audible sound as it escapes through the narrow opening created by the lips touching the teeth.	The f and v sounds may be confused with each other. Words with the blends ff and fr may be confused with the isolated f sound.
/g/	goal dragged	The sound is voiced, produced with the back of the tongue elevated to touch the soft palate. The sound releases a sharp explosion of air.	The letter g has two sounds: /g/ and /j/, sometimes called the hard and soft sounds respectively.
/h/	hole	The sound is voiceless, produced with no apparent tongue position. The air is simply emitted.	
/hw/	when	The sound is voiceless. It is a w which is started with a puff of air.	
/j/	just cage	The sound is voiced, produced with tongue contacting the upper gum ridge as in the d sound.	Some pupils may substitute the d sound for the j sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/k/	kite case	The sound is voiceless, produced with tongue elevated to touch the soft palate. The sound is made with a sharp explosion of air.	The k sound may be confused with the g sound, as in get .
/l/	learn doll	The sound is voiced, produced with the tip of the tongue touching the upper gum ridge while the sides of the tongue are lowered to allow air to escape.	Some pupils may substitute the y sound for the l sound. This problem usually relates to a developmental stage.
/m/	milk summer	The sound is voiced, produced with both lips. Because air escapes through the nose while the lips are closed, it is a nasal sound.	Because n and m have similar configurations, their sounds also may be confused with each other.
/n/	nice dinner	The sound is voiced, produced with tongue touching upper gum ridge.	Because m and n have similar configurations, their sounds also may be confused with each other.
/ng/	among uncle	The sound is voiced, produced with the back of the tongue touching the back of the palate. It is a nasal sound that results from the escape of air from the nose while the tongue closes the oral cavity. Lips are slightly open.	
/p/	pan stopping	The sound is voiceless, produced with both lips and a sharp explosion of air.	The p and b sounds may be confused.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/r/	read	The sound is voiced, produced with the tip of the tongue directed upward toward the centre of the hard palate.	Some pupils may substitute the w sound for the r sound. This problem is usually related to a developmental stage.
/s/	sail nice	The sound is voiceless, produced with tongue held behind gum ridge. There is a sharp hissing sound and an audible sound of friction.	The s sound may be pronounced /th/ by pupils who lisp. This problem usually relates to a developmental stage. Words with the blends sp , st , and sl may be confused with the isolated s sound.
/sh/	show nation	The sound is voiceless, produced with lips slightly rounded and the sides of the tongue slightly raised.	
/t/	top setting	The sound is voiceless, produced with tongue contacting upper gum ridge. It is made with a sharp explosion of air.	The t and d sounds may be confused with each other. Words with the blend tr may be confused with the isolated t sound.
/th/	think	The sound is voiceless, produced with the tip of the tongue touching the upper teeth.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/f/	there smooth	Same as /th/, except the sound is voiced.	
/v/	valley of	The sound is voiced, produced with the contact of lower lip with upper teeth. The air makes an audible friction sound as it escapes through the narrow opening created by the lips touching the teeth.	The f and v sounds may be confused with each other.
/w/	wise	The sound is voiced, produced with both lips. The tongue glides rapidly from low in the mouth to the position for production of whatever vowel follows the w.	
/y/	yes	The sound is voiced, produced with tongue moving rapidly from the position of the long i sound, as in my, to the following vowel.	The sound of the letter y is sometimes confused with the name of the letter u.
/z/	zoo rose	The sound is voiced, produced with tongue held behind gum ridge.	
/zh/	measure	Same as /sh/, except the sound is voiced.	

SPELL/WRITE

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Garth L. McAuliffe

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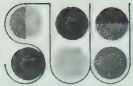




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Emphasis—Writing at a desk, recognizing cursive letters and numerals, connectives, writing at the chalkboard, the Six Basic Handwriting Skills, using the Handwriting Progress Chart.

A

Because of the nature of the material in Unit 1, it is suggested that each day's work be divided into two 10- to 15-minute sessions.

Ask pupils how handwriting can help them in spelling. Stress that by making letters correctly, pupils will be less likely to make errors that look like spelling errors. Point out the other benefits of clear, accurate handwriting.

Explain to pupils that cursive means "flowing." Tell pupils that the first six units of *Spell/Write* will show the formation of the cursive letters.

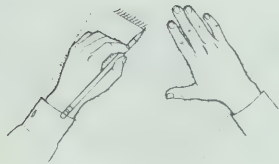
WRITING AT A DESK

Point to the pictures at the top of page 3. Explain that pupils should:

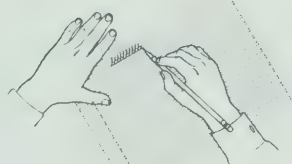
1. sit comfortably with their shoulders slightly forward
2. push their hips back in their seats
3. face their desks squarely
4. keep their feet flat on the floor
5. keep both forearms on their desks
6. keep their papers directly in front of them, slanted so that they are parallel to the forearm of the writing hand
7. use their opposite hands to push their papers up as they continue writing

Supply pupils with practice paper having dashed lines one-third of a space from each base line. If this kind of paper is not available, ordinary 1 cm ruled paper will suffice.

WRITING AT A DESK



Left-handed writers



Right-handed writers

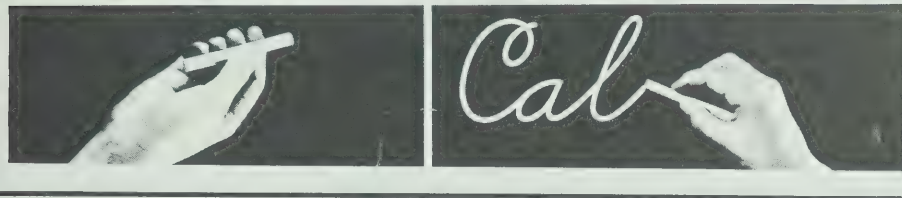


Left-handed writers



Right-handed writers

WRITING AT THE CHALKBOARD



The most desirable pencil for pupils to use is one with a soft lead, such as a #2. Explain that a pencil should be held between the thumb and the first two fingers of the writing hand.

The pictures at the bottom of the page show how chalk is held. Tell pupils that later in the unit they will practise this position at the board.

Left-Handed Pupils. Most psychologists today believe that children who are definitely left-handed should be permitted to write with their left hands; they should not be forced to write with their right hands.

See that the left-handed pupils:

1. hold their pencils 2 to 3 cm from the point
2. keep their writing hands well below the writing line
3. slant their papers to the right
4. hold their pencils loosely

5. are seated so that light comes over their right shoulders and shadows do not cover their writing
6. place their papers farther to the right on their desks so that their writing arms can rest on their desks
7. have plenty of practice at the chalkboard (This will encourage a full arm movement with greater freedom. They will also learn to keep their hands well below the writing line and avoid the hooked position that is common to left-handed writers who try to keep from smudging the paper.)
8. place their left forearms so they cross the bottom edge of the writing paper and form a right angle with it, as shown in the picture

Note: The procedure for writing at the chalkboard is on page 5.

Cursive Letters A-D

Guide pupils in saying the letters of the alphabet. Using pages 4 and 5, point out that all cursive letters are slanted. Explain that the cursive capital letters are quite different from the manuscript forms but that the cursive small letters do resemble the manuscript forms.

Pupils should be able to recognize the cursive letters before they begin to write these letters. In developing recognition, begin by introducing the capital and small forms of letters a through d. Draw six 10 cm dashed writing spaces on the chalkboard. Write each letter once. Point out that:

1. Capital and small **a** are slanted; small **a** resembles the manuscript form.
2. Capital **B** has a boat ending.
3. The cursive forms of capital and small **c** are similar to the manuscript forms.
4. Capital **D** has a loop at the top and where it meets the base line; small **d** is only two-thirds of a space high.

Conclude by repeating the name of each letter you wrote. Remind pupils that each letter must slant and rest on the base line.

B

Cursive Letters E-L

Write the capital and small forms of letters **e** through **l**. Point out that:

1. Capital **E** begins with a loop and has a second loop that is made above the dashed guide line.
2. The boat ending in capital **F** is like the ending in capital **B**; small **f** has a loop above and below the base line.
3. Capital **G** has a large upper loop and a boat ending.
4. Capital **H** begins with a cane stroke.
5. Capital **I** begins with a tall loop and has a boat ending.
6. The upper loop of capital **J** is twice as wide as the lower loop.
7. Capital **K** begins with a cane stroke; small **k** and small **h** are similar, but small **k** has a hill with a small loop.

LETTERS AND NUMERALS



8. The last stroke of capital **L** dips below the base line; small **l** looks like the beginning of small **b**, **h**, and **k**.

When you have finished writing **E** through **L**, have pupils name each letter you wrote.

C

Cursive Letters M-T

Write the capital and small forms of letters **m** through **t**. Point out that:

1. Capital **M** begins with a cane stroke and has two tall hills; small **m** has three small hills.
2. Capital **N** begins with a cane stroke and has one tall hill; small **n** has two small hills.
3. Capital and small **o** are slanted and resemble the manuscript forms.
4. Capital **P** is very similar to the manuscript form; small **p** is two-thirds of a space high.
5. Capital **Q** is similar to large numeral **2**—the differences are the beginning stroke and the swing-out curve below the base line; the loop in small **q** swings to the right. (Remind pupils that **u** always follows **q** in a word.)
6. Capital **R** is similar to capital **P**, with the exception of the loop and the final curve stroke.
7. Capital **S** has a boat ending; small **s** has a point at the top.
8. Capital **T** is like capital **F**, except that it is made without the across stroke; like small **d** and **p**, small **t** is two-thirds of a space high.

When you have finished, have pupils name each letter you wrote.

D

Cursive Letters U-Z

Write the capital and small forms of letters **u** through **z**. Point out that:

1. Capital **U** begins with a cane stroke; the tops of small **u** are pointed and the same height.
2. Capital **V** does not come to a point but is rounded at the bottom.
3. Capital **W** begins with a small loop; the bottoms of small **w** are rounded.
4. The first stroke in capital **X** has two loops.
5. Capital **Y** looks like capital **U** at the top; both capital and small **y** end with a loop that extends below the base line.
6. Capital **Z** has three loops; small **z** begins with a hill and ends with a loop that extends below the base line.

Numerals

Have pupils say the name of each numeral. Stress that the cursive and

manuscript numerals are similar except for the slant and the slightly different formation of numerals **3**, **4**, **7**, and **8**. Point out that the cursive numerals are the same height as small letters **d**, **p**, and **t**.

Connectives

Remind pupils that cursive means "flowing." Explain that connectives are formed by joining or connecting letters. Begin with the undercurve connective. Say its name. Ask pupils to name the letters that make up the word below undercurve. (**s**, **l**, **e**, **d**) Then explain how the undercurve is formed by the joining of letters **s** and **l** in **sled**. Follow the same procedure in explaining the other basic connectives. Emphasize that in forming connectives, the end stroke of some letters is modified.



Vv Vv Ww Ww Xx Xx

Yy Yy Zz Zz

11 22 33 44 55
66 77 88 99 10/0

CONNECTIVES

Undercurve ✓

sled

Overcurve ✓

sand

Long undercurve ✓

jump

Long overcurve ✓

gave

Horizontal ✓

bill

Bridge ✓

box

5

E

WRITING AT THE CHALKBOARD

Demonstrate the correct procedure:

1. The pupils should stand erect, shoulders square, facing the chalkboard.
2. They should stand back far enough so that they will have free arm movement and can easily see what they are writing.
3. Their elbows should be kept close to the line of their bodies.
4. Their chalk should be long enough so that they can hold it about 2 cm from the writing end. (See the picture on page 3.)
5. Their chalk should be held lightly between their thumbs and their first two fingers. (See the picture on page 3.)

6. They should write directly in front of their eyes.
7. They should walk from left to right as they write to keep better alignment.

Make two 10 cm writing spaces at the pupil's eye level on the chalkboard. Have half the class go to the chalkboard. Check to see that each pupil assumes the correct position. Review the cursive formation of small *i*. Explain that the straight slanted stroke in *i* is a basic handwriting stroke. Have each pupil write this letter in the top writing space.

Have the remaining pupils go to the chalkboard. Check their writing positions. Review the cursive formation of small *o*. Explain that the rounded stroke in *o* is also a basic stroke. Have pupils write this letter in the lower writing space.

Evaluate Writing at a Desk

See that all desks are cleared and that each pupil has a practice paper and pencil. Ask pupils to show you the correct posture, paper placement, and pencil position. Guide pupils in evaluating (and correcting) themselves by reviewing Writing at a Desk on pages 2 and 3.

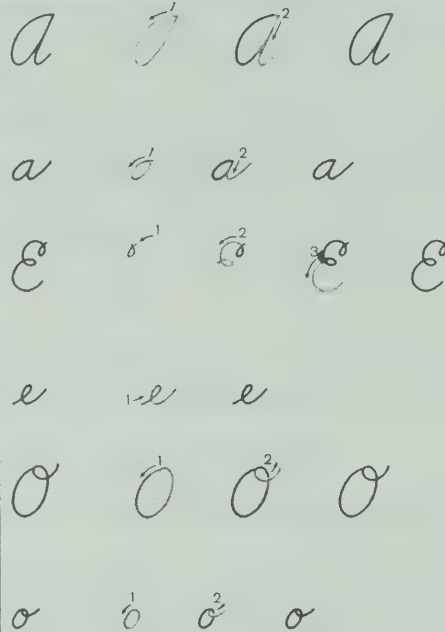
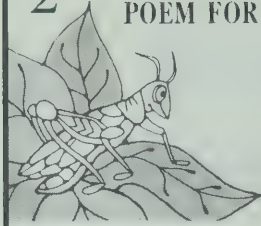
Basic Handwriting Skills

On the chalkboard, list the Six Basic Handwriting Skills: size, slant, shape, spacing, sitting on the base line, and style (neatness). Using the sample words at the bottom of page 5, show pupils how to check their handwriting to see if they have used the basic skills:

1. Draw horizontal lines touching the tops of letters to check for size (height).
2. Draw slanted, dashed lines through the down-strokes of letters to check for slant.
3. See that the letters have the same shape as the model letters.
4. Space the letters in words. The space between words should be about the width of small *o*.
5. Draw a line along the base line to check for alignment.
6. Check style. Is the writing neat and clean?

Handwriting Progress Chart

Guide pupils in making the Handwriting Progress Chart shown on the inside back cover. (You may wish to prepare a copy for each pupil.) Explain that once a month they will evaluate their writing and mark their progress chart.



Emphasis—The capital and small forms of letters **a, e, i, o, u**, and **w**; the short vowel sounds spelled by **a, e, i, o**, and **u**.

A

Pupils may be curious about the illustration and poem at the top of pages 6 and 7. Read the poem. Develop a short discussion by asking what makes the poem and illustration amusing. Following this, the entire class or individual pupils might want to recite the poem.

When you have finished your work with the poem:

1. Have pupils say the letters of the alphabet.
2. Ask which cursive letters are shown on page 6. (capital and small **a, e**, and **o**)
3. Tell pupils that in the first few units they will see how all the letters of the alphabet are written in cursive.

4. Remind pupils that their books are a guide to better spelling and writing and that they will complete all their exercises on paper rather than write in their books.

On the chalkboard, draw six 10 cm writing spaces. Each writing space should be separated from the next writing space by one or two inches. Keep your spaces at the top of the board so that pupils will be able to see you demonstrate the letters.

Begin with capital **A**:

1. Following the letter formation as it is illustrated on page 6, demonstrate the letter as you say the Number and Descriptive Count. Point out the size, shape, and slant of the letter.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.

3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count. Tell pupils that their letters should be the same size and shape as the examples in the book and that their letters should always rest on the base line.
5. Have pupils compare their letters with the example on page 6.
6. Encourage additional practice if a pupil is having difficulty with the letter.

Follow the above procedure for each letter on page 6.

Way Down South Where Bananas Grow

Way down south where bananas grow
A grasshopper stepped on an elephant's toe.
The elephant said, with tears in his eyes,
"Pick on somebody your own size!"

Practise the letter that answers the question.

1. What letter spells the short vowel sound in **step**?
2. What letter spells the short vowel sound in **bananas**?
3. How is the short vowel sound spelled in **hop**?

Write the capital form of letters **a**, **e**, and **o**.

Make "letter trains" like the ones below.

aaaaaa eeeee ooooo

7

Number and Descriptive Count

A—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Straight slant down and curve up (at the base line).

a—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Straight slant down and curve up (at the base line).

E—Number Count: 1-2-3

—Descriptive Count: 1. Small loop. 2. Curve around and make a small loop. 3. Curve around.

e—Number Count: 1

—Descriptive Count: 1. Curve up, loop down and curve up (at the base line).

O—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Small loop and swing up.

o—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Small loop and swing up.

Letter Reminders

A, a—The last stroke of capital **A** should touch the base line so that it will not resemble capital **O**; small **a** is a demon letter (a difficult letter) and might look like **o**, **u**, or **ci** if it is not made correctly.

E, e—The second loop of capital **E** is above the guide line; small **e** is a demon letter and can look like small **i** if the loop is closed.

O, o—Capital **O** never connects to a letter that follows it in a word; small **o** is a demon letter and can look like small **a** if the last stroke is not kept high.

Answers:

1. the letter **e**
2. the letter **a**
3. the letter **o**

B

Before beginning the activities on this page, ask the following questions:

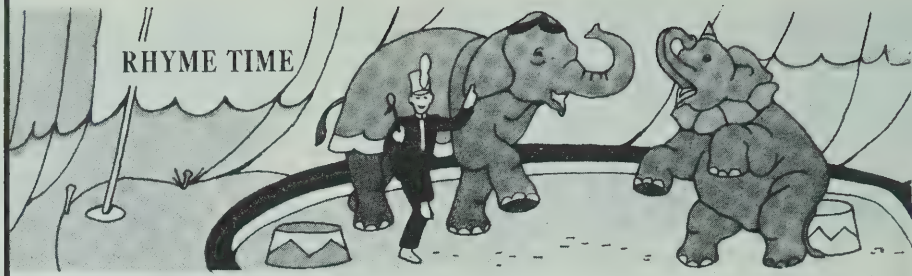
1. Which letters in the alphabet are called vowels? (**a**, **e**, **i**, **o**, **u**, and sometimes **y** and **w**) What name is given to the other letters in the alphabet? (consonants)
2. What are the two main groups of vowel sounds? (long and short)
3. What are the vowel sounds in the words **cap**, **red**, **big**, **top**, and **sun**? (**cap**, /a/; **red**, /e/; **big**, /i/; **top**, /o/; **sun**, /u/)

Read the poem at the top of page 7. Guide the class in answering the first three questions on the page. Before pupils practise the letter answers, review the Number and Descriptive Count for each letter.

Review the Number and Descriptive Count for **A**, **E**, and **O** before pupils write the capital form of each letter.

Because small **a**, **e**, and **o** are demon letters, the final exercise should be carefully completed. Guide pupils by saying the Number Count for each letter as it is written in a train. Tell pupils that they must not lift their pencils as they make each train.

RHYME TIME



l l l l l

i i i i i

u u u u u

u u u u u

W W W W W

w w w w w

C

Direct pupils' attention to the top of pages 8 and 9. Read the rhyme on page 9. You may want to ask: "What do you think Uncle Will and Irene might see at the circus? How many of you have ever been to the circus?"

To demonstrate the letters on page 8, draw six 10 cm writing spaces on the chalkboard. Leave 2 or 3 cm between each writing space.

Begin with capital I:

1. Following the letter formation as it is illustrated on page 8, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.
3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.
5. Have pupils compare their letters with the example on page 8. Tell them to check for size, shape, and slant. Remind pupils that their letters must always rest on the base line.

Follow the above procedure for each letter on page 8.

Number and Descriptive Count

I—Number Count: 1-2-3

—Descriptive Count: 1. Curve up (to the left), loop down. 2. Curve up at the base line. 3. Swing out (to the right).

i—Number Count: 1-2-dot

—Descriptive Count: 1. Curve up. 2. Back down again in a straight slant and curve up (at the base line). Dot the letter.

U—Number Count: 1-2-3

—Descriptive Count: 1. Small loop. 2. Curve around and down in a slant; curve around at the base line and up (to about the height of the top of the small loop). 3. Back down again in a straight slant and curve up (at the base line).

u—Number Count: 1-2-3

—Descriptive Count: 1. Curve up. 2. Back down again in a slant and curve up at the base line (to the same height as the first stroke). 3. Back down again in a straight slant and curve up (at the base line).

W—Number Count: 1-2-3-4-5

—Descriptive Count: 1. Small loop. 2. Curve around and down to the base line. 3. Curve up (to the height of the top of the beginning stroke). 4. Straight slant down to the base line. 5. Curve up.

w—Number Count: 1-2-3-4

—Descriptive Count: 1. Curve up. 2. Back down again in a slant and curve up at the base line (to the same height as the beginning stroke). 3. Back down again in a slant and curve up at the base line. 4. Back down and swing out.

Uncle Will and Irene
Started to run.
They knew the circus
Would be fun.



Practise the letter that answers the question.

1. What letter spells the vowel sound in **Will**?
2. What letter spells the vowel sound in **fun**?

Practise the letter that begins **wet** and **will**.

Write the letters **i**, **u**, and **w**. How are they alike?

Who are the people in the rhyme? On your paper,
write the missing letters in the names below.

_ncle _ill, _rene

Answers:

1. the letter **i**
 2. the letter **u**
- U, W, I

Before pupils begin the final exercise:

1. Ask why the words **Uncle Will** and **Irene** begin with capital letters. (Stress that a person's name as well as a title used with a name—for example, Uncle, Mr., Miss—always begins with a capital letter.)
2. Review the Descriptive Count and Letter Reminders for **I**, **U**, and **W**.

E

Evaluation

Distribute practice paper. Have pupils number their papers from 1 to 10, skipping every other space.

Tell pupils to write the response for each exercise you read. Stress that each response should be carefully written. When pupils have finished, guide them in correcting their own papers.

Have pupils write:

1. the letter that spells the short vowel sound in **will** and **hill** (**i**)
2. the letter that spells the short vowel sound in **hat** and **sat** (**a**)
3. the letter that spells the short vowel sound in **sun** and **run** (**u**)
4. the letter that spells the short vowel sound in **hot** and **not** (**o**)
5. a letter train for the letter that spells the short vowel sound in **yet** and **bet** (**e**)
6. small **w** (**w**)
7. the form of the letter **w** that would begin a person's name (**W**)
8. the capital form of the first letter in the alphabet (**A**)
9. capital letters **E** and **O** (**E**, **O**)
10. capital letters **I** and **U** (**I**, **U**)

Letter Reminders

I, i—Capital **I** has a boat ending and does not connect to letters that follow it in a word; small **i** is a demon letter and can look like **e** if it is made with a loop.

U, u—Capital **U** begins with a cane stroke and should be rounded at the bottom; the tops of small **u** are pointed and the same height.

W, w—Capital **W** does not connect with letters that follow it in a word, and the bottoms of this letter are pointed; the bottoms of small **w** are rounded.

D

Reread the poem at the top of page 9. Ask pupils for:

1. the rhyming words in the poem (**run, fun**)
2. the rhyming part of the two words that rhyme (**un**)
3. other words that rhyme with **run** and **fun**

Guide pupils in answering the first two questions on the page. Ask if the vowel sounds are long or short. (Both sounds are short.) Before pupils practise the letter answers, review the Number and Descriptive Count for each letter.

Before pupils complete the third exercise, ask them what they must remember about small **w**. (The bottoms are rounded; the tops are pointed and the same height.)

In the fourth exercise, pupils should be able to identify the upward stroke that is used in forming each of the three letters.

3

NAME THE PICTURES



skate



tree

R r R R R

r r r r r

S s S s S

s s s s s

T t T t T

t t t t t

Emphasis—The capital and small forms of letters **r**, **s**, **t**, **c**, **d**, and **l**; the long vowel sounds spelled by **a**, **e**, **i**, **o**, and **u**; the consonant blends **sl**, **cl**, and **dr**.

A

Direct pupils' attention to the top of pages 10 and 11:

1. Ask a different pupil to name each picture. (**skate**, **tree**, **ice**, **rose**, **cube**)
2. Point out the cursive name of each picture.
3. Have pupils use each picture name in a sentence.
4. Explain to pupils that the words, the letters, and the letter sounds will help them complete the exercises on page 11.

On the chalkboard, draw six 10 cm, dashed writing spaces. Place the spaces at the top of the chalkboard and leave 2 or 3 cm between each writing space.

Begin with capital **R**:

1. Following the letter formation as it is illustrated on page 10, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.
3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.

10

4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.

Follow the above procedure for each letter on page 10.

Number and Descriptive Count

R—Number Count: 1-2-3

—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right, forming a small loop just touching the up-stroke. 3. Curve down to the base line and then curve up.

r—Number Count: 1-2-3

—Descriptive Count: 1. Curve up. 2. Back again (for a short dis-

tance to form a point just a little taller than an **i**) and slant to the right. 3. Slant down and curve up (at the base line).

S—Number Count: 1-2-3

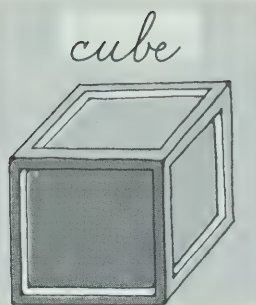
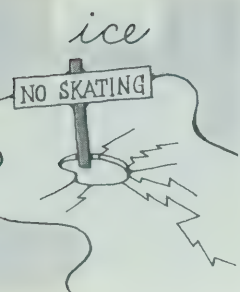
—Descriptive Count: 1. Curve up and loop down. 2. Slant down and around (past the beginning stroke). 3. Swing out.

s—Number Count: 1-2-3

—Descriptive Count: 1. Curve up. 2. Back again (for a short distance to form a point just a little taller than small **i**) and curve down and around to touch the beginning stroke. 3. Swing out to touch the base line and curve up.

T—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop. 2. Curve. 3. Curve down and around (to the left). 4. Swing out.

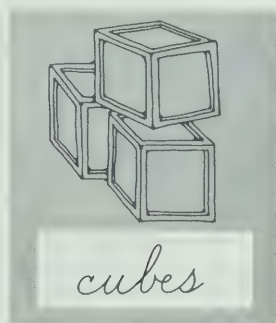
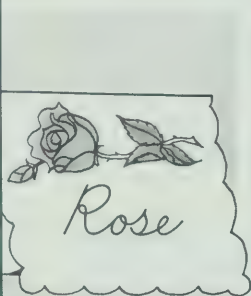


Write the letters that spell the vowel sounds in ice, rose, and cube.

Practise the word that answers the question.

1. Which word has a long a sound?
2. Which word has a long e sound?

Write the words that you see on the objects below.



11

t—Number Count: 1-2-across

- Descriptive Count: 1. Curve up.
- 2. Back down again (retracing the up-stroke) in a straight slant and curve up at the base line. Cross the letter.

T, t—Capital **T** has a boat ending and is not usually joined to letters that follow it in a word; small **t** is a demon letter and can resemble small **l** if it is made with a loop.

B

Letter Reminders

R, r—Capital **R** is made without a loop between the first and second strokes; small **r** is a demon letter and can look like small **i** if the second stroke is not made correctly.

S, s—Capital **S** has a boat ending and is usually joined with letters that follow it in a word; the short point in small **s** extends just above the guide line, like the point at the top of small **r**.

To initiate the activities on page 11:

1. Ask pupils to name the two main groups of vowel sounds. (long and short)
2. List the following words on the chalkboard: **cage**, **Pete**, **hide**, **rope**, and **mule**. Ask pupils to name the vowel sound in each word. (**cage**, /ā/; **Pete**, /ē/; **hide**, /ī/; **rope**, /ō/; **mule**, /ū/)

Point to the first exercise on page 11:

Answers:

i, o, u

1. skates
2. tree

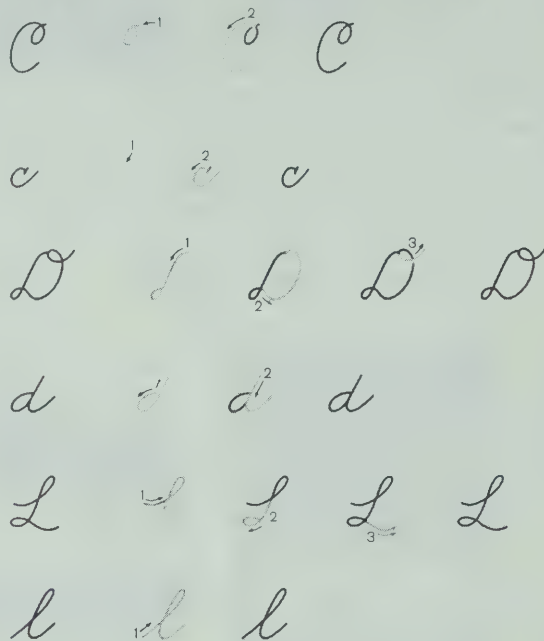
1. Ask pupils what letters name the vowel sounds in **ice**, **rose**, and **cube**. (**ice**, /ī/; **rose** /ō/; **cube**, /ū/)
2. Remind pupils that small **i** and **u** are made with the same upward stroke and that there is a loop at the top of small **o**.
3. Have pupils write the letters that name the vowel sounds in **ice**, **rose**, and **cube**.

Have pupils answer the questions in the second exercise. Before pupils practice the word that answers each question:

1. In the word **state**, point out the overcurve connecting **t** and **a** and the undercurve connecting **t** and **e**; remind pupils that the **t** is two-thirds of a space high and must be crossed with a straight line.
2. In the word **tree**, review the formation of **r**.

Before pupils complete the last exercise:

1. Point out that capitals **R** and **S** connect to the letters that follow them in a word; capital **T** does not connect with the letters that follow it in a word.
2. Point out that in the word **Rose**, as in other **os** words, the **s** is left slightly open when it follows **o**.
3. Ask why **Rose**, **States**, and **Trees** are shown with capital letters. (**Rose** is a person's name, **States** is the name of a game, and **Trees** is the name of a book.)



12

C

Ask pupils what is happening in the picture at the top of pages 12 and 13.

Using 10 cm writing spaces, begin your chalkboard demonstration with capital C:

1. Following the letter formation as it is illustrated on page 12, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.
3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.

Follow the above procedure for each letter on page 12.

Number and Descriptive Count

C—Number Count: 1-2

—Descriptive Count: 1. Loop. 2. Around to the left.

c—Number Count: 1-2

—Descriptive Count: 1. Start with

a line. (You may refer to this as a tiny figure 1.) 2. Around to the left.

D—Number Count: 1-2-3

—Descriptive Count: 1. Curve down and make a small loop at the base line. 2. Around and curve up with a small loop at the top, just touching the starting point. 3. Swing out and up.

d—Number Count: 1-2

—Descriptive Count: 1. Around and up. 2. Back down (retracing the up-stroke) in a straight slant and curve up (at the base line).

L—Number Count: 1-2-3

—Descriptive Count: 1. Curve up and loop down in a slant. 2. Make a small loop that lies flat on the base line. 3. Swing out in a curve below the base line.

I—Number Count: 1

—Descriptive Count: 1. Curve up (to the height of a capital letter), loop down in a straight slant, and curve up at the base line.

Letter Reminders

C, c—The beginning loop in capital C is half the height of the letter; small c starts with a small slanted line.

D, d—So it will not look like capital O, capital D must always have a small loop where it meets the base line; small d is a demon letter and should be made carefully so that it will not look like cl.

L, l—The last stroke of capital L dips below the base line; small l has a tall loop.



Practise the letter and the blend. Then write the word.

s l sl slide

c l cl clock

d r dr dress

Copy the sentence.

Lee told Drew to let
Claire slide.

13

D

Ask pupils what the word *consonant* means. (A consonant sound is represented by any letter in the alphabet except for a, e, i, o, u, and sometimes y and w.)

Ask pupils if they know what the word *blend* means. (To help pupils, you might say: "A cook blends several things together in order to make a cake.") Then ask pupils if they can tell you what *consonant blend* means. (When two or three consonants come together in a word, the sounds often blend together, as *cl* in *class* and *tr* in *track*.)

In the first activity, have pupils write each letter, blend, and word.

1. Tell pupils to study the examples before they begin to write.
2. Remind pupils to form the blend

cl carefully. Tell them that when the letters *c* and *l* are made too close together they resemble *d*.

3. Small *d* does not have a loop and is two-thirds of a space high.
4. Small *s* and small *r* each have a short point that extends just above the guide line.

In the last exercise, have pupils copy the sentence. Then write the sentence on the chalkboard and list the Six Basic Handwriting Skills (size, slant, shape, spacing, sitting on the base line, and style). Using the sentence to demonstrate, guide pupils in checking their handwriting.

E

Evaluation

Draw two 10 cm, dashed writing

spaces across the entire length of the chalkboard. Make the writing spaces parallel with the average eye level of the pupils. See that chalk is available for half of the pupils.

Have half the pupils in your class go to the chalkboard. Tell pupils remaining at their desks to listen carefully as you review how to write at the chalkboard.

Remind pupils to:

1. stand up straight, shoulders square, facing the chalkboard
2. stand a short step back from the chalkboard
3. keep the elbow of the writing arm close to the side of the body
4. hold the chalk lightly between the thumb and the ends of the first two fingers
5. always move to the right when practising at the chalkboard
6. move the entire writing arm when writing at the chalkboard

Assign small letters *r*, *s*, *t*, *c*, *d*, and *l* to the pupils at the chalkboard. Each pupil should be given only one letter. Tell pupils to write their assigned letters once in the top writing space.

Have the pupils at the chalkboard return to their desks. Guide pupils in evaluating each letter that was practised.

Have the other half of the class go to the chalkboard. Restate the steps for writing at the chalkboard, and assign capital letters *R*, *S*, *T*, *C*, *D*, and *L*. The letters should be practised in the lower writing space. Each pupil should write his or her letter only once.

When pupils at the chalkboard have written their letters, have them return to their desks. Guide pupils in evaluating the letters that were practised.



F F F F F F

f f f f

B B B B B B

b b b b

Emphasis—The capital and small forms of f, b, h, and k; consonant blends fl and bl; letter pairs ck and sh.

A

Pupils may be curious about the illustration and poem on pages 14 and 15. Read the poem or ask individual pupils to read the poem to the entire class.

Ask where Blair is going. (to Florida) Have pupils find Florida on a classroom map. Ask how Blair is getting to Florida. (He is going for free on a bee.)

Explain that everyone will return to the poem in order to complete the activities on page 15. Then begin your letter demonstration.

Draw four 10 cm writing spaces on the chalkboard. Begin your demonstration with capital F:

1. Following the letter formation as it is illustrated on page 14, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.
3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.

Follow this procedure for each letter on page 14.

Number and Descriptive Count

F—Number Count: 1-2-3-4-5

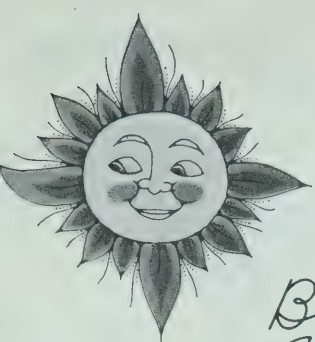
- Descriptive Count: 1. Small loop.
- 2. Curve. 3. Curve down and around (to the left). 4. Swing out.
- 5. Across (midway in the space).

f—Number Count: 1-2

- Descriptive Count: 1. Curve up, loop down in a straight slant past the base line, and loop up (to the right) to the base line where you touch the down-stroke. 2. Curve up from the base line.

B—Number Count: 1-2-3-4

- Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right. Then make a tiny loop. (This horizontal loop



Blair is small,
As you can see.
He flew to Florida,
All for free.

Practise the letter. Then write the word.

f flew F Florida

b bee B Blair

Reread the poem. How did Blair fly? On your paper, write your own last line.

15

does not touch the up-stroke.)
3. Down and around (until you just touch the up-stroke). 4. Swing out in a boat ending.

b—Number Count: 1-2

—Descriptive Count: 1. Curve up, loop down in a slant, curve up and in (from the base line). 2. Back down a little and swing out.

Letter Reminders

F, f—Capital **F** has a boat ending and is not joined with letters that follow it in a word; small **f** is the same height as capital **F** and has a lower loop that extends a half space below the base line.

B, b—Capital **B** has a boat ending and joins with letters that fol-

low it in a word; small **b** is a demon letter and should be carefully made so that it will not look like **li**.

B

As a review of consonant blends, write the words **slide**, **cloud**, and **dress** on the chalkboard. Ask pupils to say each word. After the words are pronounced, underline the first two letters in each word. Ask what **sl**, **cl**, and **dr** are called. (consonant blends)

Ask pupils to turn to page 15 and look at the words **flew**, **Florida**, and **Blair** that are on the writing lines. Ask pupils to say each word and name the blend they hear. (The blend **fl** is in **flew** and **Florida**; **Blair** contains the

Answers:

Answers will vary.

blend **bl**.) Ask pupils to name other words that contain the blends **fl** and **bl**. Then tell pupils to practise each letter and word on their practice papers. Explain that the word **bee** does not contain a blend. Tell pupils that the word **bee** was included as a review of small **b** and to help them do the last exercise on the page.

Before the final activity is completed, reread the poem with the class.

1. Point out that the lines of a poem always begin with capital letters.
2. Remind pupils that many poems contain rhyming words. Explain that rhyming words are words that end with the same sounds. Guide pupils in discovering the rhyming words **see** and **free** in the second and fourth lines of the poem.
3. Let pupils suggest other rhyming words that might make sense in the poem. Help pupils write their own last lines.

C

Point out the two sets of pictures at the top of pages 16 and 17.

Ask pupils to describe what they see in each picture. Explain that in the activities on page 17 they will discover the double meaning of words that belong with each picture.

Begin your individual letter demonstration with capital **H**:

1. Following the letter formation as it is illustrated on page 16, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.
3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.

Follow the above procedure for each of the letters on page 16.

Number and Descriptive Count

H—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop.
2. Curve around and make a straight slant to the base line. 3. Curve down and make a straight slant to the base line. 4. Curve up (to the left), loop around, and swing out.

h—Number Count: 1-2



H H H H H H

h h h h

K K K K K K

k k k k

ck duck sh fish

16

DOUBLE MEANINGS



—Descriptive Count: 1. Curve up and loop down in a straight slant to the base line. 2. Curve up in a round hill, down in a straight slant, and curve up (at the base line).

K—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop.
2. Curve around and make a straight slant to the base line. 3. Curve down and make a small loop just touching the beginning stroke midway in the space. 4. Curve down to the base line and curve up.

k—Number Count: 1-2-3

—Descriptive Count: 1. Curve up (to the height of a capital letter) and loop down in a straight slant to the base line. 2. Curve up in a hill and around in a tiny loop. 3. Curve down to the base line and curve up.

Letter Reminders

H, h—Capital **H** begins with a cane stroke; small **h** is a demon letter and has a rounded hill so that **h** will not look like **li**.

K, k—Capital **K** begins with a cane stroke; small **k** is a demon letter and should be made carefully so that it will not look like **h**.

Have pupils look at the exercise at the bottom of the page.

1. Ask pupils to say the first letter group (**ck**) and the first word. (**duck**) Ask pupils what sound they hear at the end of **duck**. Explain that the letter group **ck** spells the single consonant sound **k**.
2. Ask pupils to say the second letter group (**sh**) and the second word. (**fish**) Ask pupils what sound they hear at the end of **fish**. Explain



On your paper, write the words in the order in which they should come in each sentence.

rock, duck

Kate likes to — her —.

Did he — a falling —?

wish, fish

I — I could catch a —.

He wanted to — for a —.

17

that the letter group **sh** spells the single sound **sh**.

3. If pupils ask why the letter groups are not called consonant blends, have pupils compare the blended sounds spelled by **st** in **stop** with the single consonant sound spelled by **ck** in **duck**.

D

Put the word **cut** on the chalkboard. Tell pupils that some words have double meanings. As an example say, "I have a **cut** on my finger." Explain that in this sentence **cut** is the name of something. Then say that sometimes **cut** can also be used to tell what someone is doing, such as in the sentence I cut the cake in half. Conclude by saying that many words can be used as a *name word* or as an *action word*.

Write the words **slide** and **plant** on the chalkboard. Guide pupils in making up two sentences for each word. In one sentence, they should use the word as a name word; in the second sentence, they should use the word as an action word.

Explain that the pictures at the top of page 16 belong with the first two sentences on page 17 and that the pictures at the top of page 17 belong with the last two sentences on that page.

1. Point to the words **rock** and **duck** that are given with the first two sentences on page 17:

- a. Tell pupils to look at the first picture at the top of page 16 and then decide where the words **rock** and **duck** belong in the first sentence on page 17.
- b. Use the same procedure with the second picture and sentence.

Answers:

rock, duck
duck, rock
wish, fish
fish, wish

- c. Have the pupils write **rock** and **duck** in the correct order for each sentence.

2. Tell pupils to look at the pictures at the top of page 17 and decide where **wish** and **fish** belong in the last two sentences on the page. Have pupils write the words in the order in which they belong in each sentence.

E

Evaluation

Distribute practice paper. Have pupils number their papers from 1 to 5, skipping every other space.

Tell pupils to write the response for each exercise you read. Stress that each response should be carefully written. When pupils have finished, guide them in correcting their papers.

(Write the words **flag** and **blue** on the chalkboard.)

Have pupils:

1. write the letters that spell the blend in **flag** (**fl**)
2. write the letters that spell the blend in **blue** (**bl**)

(Write the words **dish** and **stick** on the chalkboard.)

Have pupils:

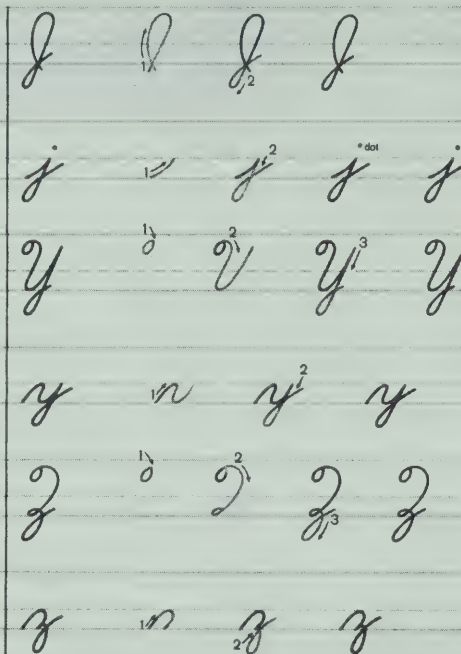
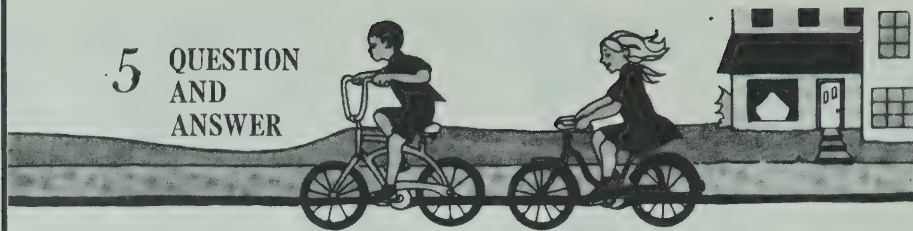
3. write the letters that spell the **sh** sound in **dish** (**sh**)
4. write the letters that spell the **k** sound in **stick** (**ck**)

(Write the words **Frank**, **Bill**, **Helen**, and **Kathy** on the chalkboard.)

Have pupils:

5. write the letter that begins each name (**F**, **B**, **H**, **K**)

5 QUESTION AND ANSWER



Emphasis—The capital and small forms of letters j, y, z, q, g, and p; review of short vowel sounds e, u, and i; blends qu, gl, and pl.

18

A

Before beginning the letter demonstration on page 18, you might want to ask pupils what they see happening in the illustration at the top of pages 18 and 19. Explain that they will learn more about what is happening in the picture when they begin the activity on page 19.

Draw six 10 cm writing spaces on the chalkboard. Begin your letter demonstration with capital J:

1. Following the letter formation as it is illustrated on page 18, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.

3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.

Follow this procedure for each letter on page 18.

Number and Descriptive Count

J—Number Count: 1-2

—Descriptive Count: 1. Wide loop up (to the left) and straight slant down past the base line. 2. Narrow loop up (crossing the down-stroke at the base line).

j—Number Count: 1-2-dot

—Descriptive Count: 1. Curve up. 2. Back down again in a straight slant past the base line and loop up (crossing the down-stroke at the base line). Dot the letter.

Y—Number Count: 1-2-3

—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant and curve up at the base line (to almost the same height as the beginning stroke). 3. Back down again in a straight slant past the base line and loop up (to the left).

y—Number Count: 1-2

—Descriptive Count: 1. Curve up in a round hill, down in a slant, and curve up at the base line (to the same height as the round hill). 2. Back down again in a straight slant past the base line and loop up (to the left).



Answers:

you, Jud, Zelda

Yes, just, whiz

On your paper, write the words below in the order in which they should come in each sentence.

Yes you Jud just Zelda whiz

Have — seen —

and — ?

—, I — saw

them — by.

Make "letter trains" like the ones below.

jjjjj

yyyyy

zzzzz

19

Z—Number Count: 1-2-3

- Descriptive Count: 1. Small loop.
- 2. Curve around and down and make a small loop. (The front end of the loop just touches the base line.) 3. Curve down and loop up (to the left).

z—Number Count: 1-2

- Descriptive Count: 1. Curve up in a round hill and back to the base line. 2. Back up again for a short distance and then curve down and loop up (to the left).

Letter Reminders

- J, j**—The upper loop in capital **J** is twice as wide as the lower loop; small **j** has a lower loop that extends almost a half space below the base line.

- Y, y**—Capital **Y** begins with a cane stroke; small **y** is formed almost exactly like capital **Y**, but small **y** begins with a hill.

- Z, z**—Capital **Z** has three different loops; small **z** has only one loop.

B

Explain to pupils that in this activity they are to write the words **Yes**, **you**, **Jud**, **just**, **Zelda**, and **whiz** in the order in which they should come in the sentences. Before pupils write the words on their practice papers, guide them in deciding why the word **Yes** was spelled with a capital **Y**. (Be sure pupils understand that **Yes** is the first word in the sentence.)

To be sure pupils have written their words in the correct order, have the

sentences read with the missing words inserted.

As a handwriting check, have several pupils go to the chalkboard. Have each pupil write one of the six words at the top of page 19. Then guide the entire class in checking and reviewing the formation of capital and small letters **j**, **y**, and **z**.

Draw a circle around the words **Yes**, **Jud**, and **whiz**. Ask pupils to name the vowel sound that they hear in each word. (/e/ in **Yes**, /u/ in **Jud**, and /i/ in **whiz**) As an additional review, you might want to ask pupils to name other words that contain the same short vowel sounds.

In perfecting the formation of small letters **j**, **y**, and **z**, guide pupils in making letter trains like those shown at the bottom of page 19. Repeat the Number Count for each letter as each train is formed. Remind pupils that they are not to lift their pencils as they make a train. Explain that the letters in the **j** train will not be dotted until the entire train has been made.



2 2 2 2

q q q q

G G G G G

q q q q

P P P P

p p p p

C

20

Pupils will probably be curious about the picture at the top of page 20. Allow children time to look at the cartoon and then ask someone to read the conversation.

Then begin your demonstration of the letters on page 20.

Begin with capital Q:

1. Following the letter formation as it is illustrated on page 20, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.
3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.

Follow the above procedure for each of the letters on page 20.

Number and Descriptive Count

Q—Number Count: 1-2-3

—Descriptive Count: 1. Small loop.
2. Curve around and down to form a small loop (lying flat on the base line). 3. Swing out in a curve below the base line.

q—Number Count: 1-2-3

—Descriptive Count: 1. Around to the left. 2. Straight slant down past the base line and loop up (to the right) to the base line. 3. Curve up.

G—Number Count: 1-2-3-4

—Descriptive Count: 1. Curve up and loop around. 2. Curve up. 3. Curve down and around (to the left). 4. Swing out.

g—Number Count: 1-2

—Descriptive Count: 1. Around. 2. Straight slant down past the base

line and loop up (to the left).

P—Number Count: 1-2

—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right (until you just touch the beginning stroke).

p—Number Count: 1-2-3

—Descriptive Count: 1. Curve up (to the height of small d and t). 2. Straight slant down past the base line, loop around (to the left), and curve up to form another loop (to the right above the base line). 3. Curve up.

Letter Reminders

Q, q—Like capital L, capital Q dips below the base line; above the base line, small q is very much like small a.



A BALL GAME

Practise the letter and the blend. Then write the word.

g qu g gl p pl
quit glad play

On your paper, write the missing word for each sign.

— Zone — Area
— Sale

Answers:

Quiet, Play, Glove(s)

E

Evaluation

Distribute practice paper. Have pupils number their papers from 1 to 7, skipping every other space.

Tell pupils to write the response for each exercise you read. Stress that each response should be carefully written. When pupils have finished, guide them in correcting their papers.

Have pupils:

1. write the capital and small form of the last letter in the alphabet (**Z**, **z**)
2. write the capital and small form of **Y** (**Y**, **y**)
3. write the capital and small form of **J** (**J**, **j**)

(Write the words **quick**, **plus**, and **glass** on the chalkboard.)

Have pupils:

4. copy the word **quick** and underline the blend (**quick**)
5. copy **plus** and underline the blend (**plus**)
6. copy **glass** and underline the blend (**glass**)
7. write the capital forms of letters **Q**, **G**, and **P** (**Q**, **G**, **P**)

G, g—Capital **G** has an upper loop that is almost a half space high and a boat ending; small **g** has a lower loop that extends almost a half space below the base line.

P, p—Capital **P** begins with a straight slant and should not join with letters that follow it in a word; small **p** has a lower loop, and the top of the letter extends two-thirds of a space high.

D

Call attention to the cartoon at the top of the page. Ask pupils to reread the conversation.

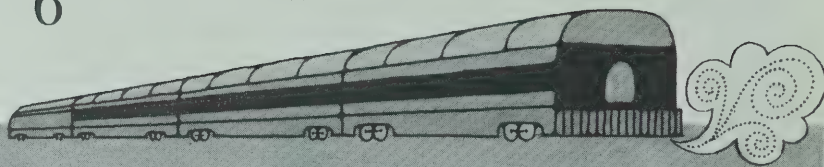
From the conversation, single out the words **quit**, **glad**, and **play**. Write the words on the board and underline the first two letters in each word.

1. Have the word **quit** pronounced.

Ask what sound is made by the first two letters. (Explain that **u** always follows **q** in a word and that the letters **qu** spell the **kw** blend.)

2. Have **glad** and **play** pronounced. Ask what sounds are spelled by the first two letters in each word. (**gl** and **pl**) Remind pupils that **gl** and **pl** are blends.
3. Conclude by having the directions read for this activity. Remind pupils that all the descenders will extend almost a half space below the base line; **q** has a reverse loop; small **p** extends two-thirds of a space high.

Have the directions read for the final activity. Tell pupils to write carefully the letters in the missing words and to check page 20 if they need help in forming capitals **Q**, **G**, and **P**.



n n n n n

m m m m m

m m m m m

m m m m m

v v v v v

w w w w w

22

Emphasis—The capital and small forms of letters **n**, **m**, **v**, and **x**; the final ending **ss**; numerals **1** to **10**.

A

Ask pupils what makes the illustration at the top of pages 22 and 23 amusing. Read the accompanying poem at the bottom of page 23. Be sure pupils understand the meaning of *express*.

Explain to pupils that when they finish the letter activity for capital and small **n**, **m**, **v**, and **x**, they will have written the cursive form of all the letters in the alphabet.

Begin your letter demonstration with capital **N**:

1. Following the letter formation as it is illustrated on page 22, demonstrate the letter as you say the Number and Descriptive Count.
2. Refer to the Letter Reminders in giving additional pointers for forming the letter.
3. Have pupils look at the letter formation in their books and visually trace the numbered steps with their index fingers.
4. On their practice papers, have pupils practise the letter several times as you slowly read the Number and Descriptive Count.

Follow this procedure for each of the letters on pages 22 and 23.

Number and Descriptive Count

N—Number Count: 1-2-3

—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant to the base line. 3. Back up again in a tall round hill, then down in a straight slant, and curve up at the base line.

n—Number Count: 1-2

—Descriptive Count: 1. Up in a round hill and down in a straight slant to the base line. 2. Up in a round hill and down; curve up at the base line.

M—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant to the base line. 3. Back up again in a tall round hill and make a straight slant down to the base line. 4. Back up in a

round hill (not so tall as the first hill); make a straight slant down and curve up (at the base line).

m—Number Count: 1-2-3

—Descriptive Count: 1. Up in a round hill and down in a straight slant to the base line. 2. Up in a round hill and down. 3. Up in a round hill and down; curve up at the base line.

V—Number Count: 1-2

—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant, curving around at the base line and up in a curve (to almost the height of the beginning stroke).

v—Number Count: 1-2

—Descriptive Count: 1. Curve up in a round hill, down in a slant, and curve up to the same height as the round hill. 2. Back down just a little and then swing out.



X¹ X² X³ X⁴ X

x n x² x

Copy the poem.

Norton X. V. Morton

Missed the morning express,

So he traveled by air

In a way you can guess.

23

X—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop. 2. Curve around (to the left) and then curve around again (to the right). 3. Small loop. 4. Make a straight slant cross stroke.

x—Number Count: 1-2

—Descriptive Count: 1. Curve up in a round hill, down in a straight slant to the base line, and curve up. 2. Make a straight slant cross stroke.

Letter Reminders

N, n—Capital **N** begins with a cane stroke and has one rounded hill; small **n** has two rounded hills.

M, m—Capital **M** begins with a cane stroke and has a second stroke that is slightly shorter than the first; small **m** has three rounded

hills, and as a demon letter it should be carefully made so that it will not look like small **w**.

V, v—Capital **V** begins with a cane stroke and is rounded at the bottom; the end stroke of small **v** retraces the up-stroke for a short distance before swinging out.

X, x—Capital **X** has two small loops; the cross in small **x** is slanted and parallel with the first and last strokes of the letter.

B

Before pupils copy the poem:

1. Ask why **Norton** and **Morton** begin with capital letters. (**Norton** and **Morton** are names.) Ask what **X.** and **V.** stand for in the name

Norton X. V. Morton. (Each letter represents a name. A letter and period form the *abbreviation* of a name, or a short form of a name.)

2. Ask pupils what they must remember as they write each line of the poem. (Every line must begin with a capital letter.)
3. Ask pupils if there are any rhyming words in the poem. (The words at the end of lines 2 and 4 rhyme.) Have pupils name the rhyming words. (**express** and **guess**)

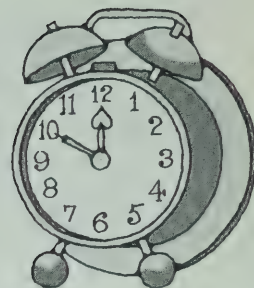
(Write the words **express** and **guess** on the chalkboard.)

4. Ask pupils to listen for the final consonant sound that occurs in the words **express** and **guess**. (the /s/ sound) Say each word.

(Write the word **yes** on the chalkboard.)

5. Say the word and then ask pupils to name the final consonant sound. (the /s/ sound) Summarize by encouraging pupils to generalize that the **s** sound may be spelled by one **s** or two **ss**.
6. Remind pupils that the poem in the book should also serve as a handwriting guide. Tell pupils that their work should be neat and that all words should rest on the base line. Remind them that they should also check for letter size, shape, slant, and spacing.

WHO AM I?



1 1 1

6 6 6

2 2 2

7 7 7

3 3 3

8 8 8

4 4 4

9 9 9

5 5 5

10 10 10

24

C

Begin this final section of the introductory handwriting pages by prompting a discussion of the items illustrated at the top of pages 24 and 25. You might begin by asking: "What things do you see at the top of these pages? What are these things used for? What do these things have in common?" (The items use numerals or involve the use of numerals.)

Draw five fairly long 10 cm writing spaces on the chalkboard. Divide each writing space in half with a short line so that you will have ten separate practise spaces for demonstrating the numerals.

Begin with numeral 1:

1. Demonstrate the numeral by following the Number Count as it is given on page 24.
2. Explain that numerals are the same size as small **d**, **p**, and **t**.

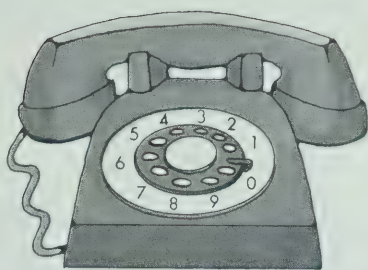
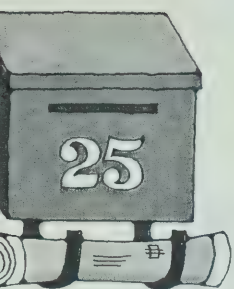
Follow the above procedure for each numeral on page 24.

Impress upon pupils how important it is that the numerals be written so that they cannot be misread. Point out that when improperly formed, 5 can look like 3, 9 can look like 0, and 7 can look like 9.

D

Read the directions for the first part of the activity on page 25. Tell pupils to write carefully their first and last names. Remind pupils that their house numbers and street names belong in the street address. Be sure pupils place a comma between the name of the city and province.

Read the directions for the last part of the activity. Tell pupils to write carefully the letters and numerals in completing the sentences at the bottom of the page. In writing the date,



Write:

1. Your first and last name
2. Your street address
3. Your city, province and postal code.

On your paper, copy and complete each sentence below.

Today is __ __, 19__.

I am __ years old.

My birthday is __.

My phone number is __.

25

be sure pupils write out the name of the month and use numerals for the day and the year. In completing the third sentence, see that pupils write out the name of the month and use the correct numeral for the day.

E

Evaluation

Distribute practice paper. Have pupils number their papers from 1 to 10, skipping every other space.

Tell pupils to write the response for each exercise you read. Stress that each response should be carefully written. When pupils have finished, guide them in correcting their papers.

Tell pupils to:

1. write their names
(Write the names **Nancy** and **Mark** on the chalkboard.)
Tell pupils to:
2. write the first letter in **Nancy** and **Mark** (N, M)
(Place the word **name** on the chalkboard.)

Tell pupils to:

3. write the word **name** and carefully form each letter
4. write the capital and small form of v
5. write the capital and small form of x
6. write the numerals in the current year

(Explain the meaning of the plus (+), minus (-), and equal (=) signs. For the following exercises, you may wish to use terminology from your school's mathematics program.)

Tell pupils to:

7. write $3 + 5 = 8$
8. write $10 - 4 = 6$
9. write the numeral that follows 1
10. write the numeral that comes before 8

Answers:

1. fork, for
2. star, dark

7

WORDS AND PICTURES

On your paper, complete the sentences with list words.

<u>for</u>	fork	for	corn	torn	sport	short	north
	horn	worn	born				
<u>car</u>	part	car	star	start	farm	hard	dark
	March	dart	smart				

1. Do pigs eat corn

with a ____

dinner?



2. It's not hard

to see a ____ in the



Emphasis—The /ôr/ sound spelled **or**; the /är/ sound spelled **ar**.

Additional Resources—Use Enrichment Activities 1 and 2: Matcho Mat and Just the Opposite Crossword.

Write all the words you can think of that have the /ôr/ sound as in **fork** and the /är/ sound as in **star**.

26

A

To help pupils become familiar with the basic structure of an instructional unit, point out the main parts of each page as you teach this unit.

Call pupils' attention to the word groupings. Tell them that these are called *list words* and that they will use these words to do the unit activities. The first page of almost every unit will present a different set of list words.

Words and Pictures. Read the instructions; show the class that **corn** comes from the first grouping of list words. To elicit answers for the other blanks of sentence 1, ask: "In the first picture, what utensil is the pig using to eat corn? What list word fits the last

blank in this sentence?" For sentence 2, ask: "Where else on the page can you find the word **hard**? What is the child in the second picture looking at? When do stars come out?"

After pupils have completed both sentences, have them read each entire sentence aloud. Write the correct answers on the chalkboard so that pupils can check their work.

To make pupils aware of the sound-spelling relationships in the words, ask: "In what way are the words **corn**, **fork**, and **for** alike?" (All three words have the /ôr/ sound; the /ôr/ sound is spelled **or** in each word.) "In what way are the words **hard**, **star**, and **dark** alike?" (All three words have the /är/ sound; the /är/ sound is spelled **ar** in each word.)

Read the last activity to pupils. When you are sure they understand what they are to do, have them work independently.

Supplementary Activities

Auditory Discrimination. Pronounce all the list words in random order; ask pupils to raise their right hands when they hear an /ôr/ word like **for** and their left hands when they hear an /är/ word like **car**.

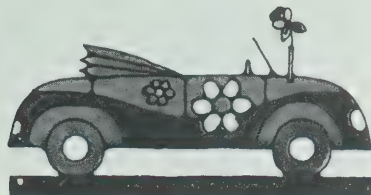
Homonyms. On the chalkboard, write the words **for** and **four**. Explain to the class that these two words sound alike but have different meanings and spellings. You might want to call their attention to **fore** in such words as **forehead** and **before**.

UNSCRAMBLE THE LETTERS

Unscramble the letters below to make list words. Write the words on your paper.

Example: ar c *car*

1. ar M c h 3. m ar f
2. or t n 4. s t or p



OPPOSITES

The opposite of **light** is **dark**. On your paper, write the opposite of each word below. Use list words.

1. south 3. tall
2. stop 4. whole

for

The /ôr/ sound is usually spelled **or**.

car

The /är/ sound is usually spelled **ar**.

Write these words: **horn, worn, born, dart, and smart**. Circle the letters that spell the /ôr/ sound or the /är/ sound in each word.

all ball fall small gone

27

Answers:

1. March
 2. torn
 3. farm
 4. sport
-
1. north
 2. start
 3. short
 4. part

ing of list words on the opposite page. To check pupils' understanding of the formulas, ask which list words are like **for** and which are like **car**.

The next activity will reinforce pupils' understanding of the formulas. Read the directions and, when you are sure pupils understand what they are to do, have them work independently.

Irregulars. Five commonly misspelled words are printed on the second page of each spelling unit. These words cause confusion because their sounds suggest spellings different from the ones they actually have. For example, the word **gone** might be misspelled "gon" because most short vowel words do not end in final e (**hot** and **lot**, for example). The /ô/ sound in the other four words could be misspelled **aw**; the homonym of **ball** is **bawl**.

When you introduce irregulars to pupils, emphasize that these words have nothing to do with the unit list words or formulas. Explain that because they are often misspelled, their spellings need to be practised and probably memorized.

Note: See page 2T for more discussion of how this series approaches irregulars.

Use the procedure below to help pupils master these irregulars.

1. Write the words on the board; have pupils pronounce each one.
2. Ask pupils what sound they hear in every word and how that sound is spelled in each word. Underline the spelling in the word on the board.
3. Challenge pupils to use all the irregulars in only one or two written sentences.

B

Unscramble the Letters. After reading the directions, ask pupils where they can find list words. The letters for the key graphemes (**ar**, **or**) are combined to provide clues.

If some pupils unscramble item 4 to produce **ports**, ask them to find a list word using the same letters. After they have unscrambled all the items, ask: "How are **March** and **farm** alike? How are **torn** and **sport** alike?"

Opposites. After reading the instructions, explain what opposites are and point out the example. To encourage responses, ask: "What direction is opposite of south? What is the opposite of stop? What is the opposite

of tall? What list word names a piece of a whole thing?"

After pupils have written all four words, ask how the **ar** words are alike and how the **or** words are alike.

Formulas. The unit formulas summarize the sound-spelling relationships underlying the list words. In a formula, the sound is always shown in slash marks, and the spelling is always in heavy type. Pupils are expected neither to read the formulas independently nor to memorize them.

Explain to the class that each boxed sentence, or formula, describes how a sound is spelled. Read each formula aloud. Point out that the word beside each formula is an example of the formula; this word is called a *key word*, and it is used to head a group-

Answers:

farm
corn

WRITE AND REVIEW



C

WRITE AND REVIEW

Explain to pupils that Write and Review is the name of the activity on the third page of every unit. Tell pupils that this activity always reviews spelling and handwriting.

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **farm**, **fork**, and **corn**
2. the /ôr/ sound spelled **or**; the /är/ sound spelled **ar**
3. the cursive forms of small **a**, **o**, and **r**
4. the basic handwriting skill of spacing

Ask pupils to tell you what they see in the illustration at the top of page 28. Distribute practice paper and have pupils complete the first exercise. When pupils have finished this exercise, allow them to check their answers by asking them to name the list words that complete the sentences.

Before pupils begin the second exercise, write the words **farm** and **corn** on the chalkboard.

1. Ask how the /är/ sound is spelled in **farm**; how the /ôr/ sound is spelled in **corn**. (The /är/ sound is spelled **ar** in **farm**; the /ôr/ sound is spelled **or** in **corn**.)

2. Have pupils check their formations of **farm** and **corn**. Be sure you point out that:

- a. Small **a** and **o** must be carefully formed so that they do not look alike.
- b. Small **a** and **r** are joined by an understroke, and **o** is connected to **r** by a horizontal connective.

On your paper, write the list word that will finish the sentence.

The animals live on a ____.

The farmer is growing ____.

Practise each letter and letter pair.

a o r or ar

Copy the sentence.

*The farmer pitched
hay with his fork.*

28

On their papers, have pupils complete the second exercise. They should practise each letter and letter group several times.

Read the directions for the final exercise. Remind pupils to write carefully each of the words in the sentence. Remind them that spacing is one of the Six Basic Handwriting Skills and that they should not crowd the letters within a word. Tell pupils to leave a space the width of small **o** between the words in the sentence.

D

Unit Quiz

After pupils have completed the handwriting practice, administer the quiz found on page 6T. The quiz

checks pupils' mastery of the Unit 7 list words only.

Provide each pupil with a copy of the Spelling Progress Chart like the one on the inside front cover. Guide pupils in marking their charts. The results of the quiz will help you determine which pupils need review and which are ready for enrichment.

Fewer than sixteen correct answers indicates that the pupil should do the Look Again activities on the fourth page of the unit. Sixteen or more correct answers indicates that the pupil should do the Look Ahead activity on the fourth page.

Note: Refer to the spelling error analysis and treatment section on pages 3T to 6T for a discussion of how to analyse and treat spelling errors.

If all pupils performed poorly on the quiz, you might want to lead the

LOOK AGAIN

MATCHO

Read and then cover the first word in each line. Write the word in the line that is spelled just like the word you covered.



BINGO

Listen carefully to the words your teacher says.

f	or	ork	arm	ame	un
st	arch	un	orm	ar	art
p	ark	art	orch	ar	ork
t	ar	art	orn	ub	une

LOOK AHEAD

WORDS AND MEANINGS

On your paper, write the list words that answer the questions.

1. What has four wheels and uses gas?
2. What goes with a knife and spoon?
3. What month is between February and April?
4. What is the opposite of **stop**?
5. What is a famous actor called?
6. What is football called?
7. What do we call the place where one road becomes two roads?
8. What is a role in a play?

1. farm	fram	farm	ramf
2. dark	kard	dakr	dark
3. short	sorht	sthor	short
4. north	thorn	north	nroth
5. start	strat	sartt	start



Answers:

LOOK AGAIN

farm
storm
porch
cord
torn

LOOK AHEAD

1. car
2. fork
3. March
4. start
5. star
6. sport
7. fork
8. part

you would cover the box with the letters **or**. If I said **fork**, which box would you cover?" (the box with the letters **ork**) "As soon as you have a Bingo column, say, 'Bingo!'"

Read each word below twice, pausing long enough for each pupil to respond:

1. farm, fame
2. storm, start
3. porch, park
4. cord, card
5. torn, tar

Those pupils who cover the boxes correctly should say "Bingo!" simultaneously.

LOOK AHEAD

Words and Meanings. Check for understanding of word meaning and for mastery of spelling. Encourage pupils to use classroom dictionaries to check their own work.

Supplementary Activity

Practice with Formulas (Nonlist Words). On one part of the chalkboard, write the nonlist words below:

1. pork
2. mark
3. sort
4. cork
5. card
6. park
7. port
8. cart
9. lark
10. yard

On another part of the chalkboard, make two columns, one headed **for** and the other headed **car**. Assign a pupil to write the words as other pupils tell him how to sort the words into the two columns.

entire class through both the Look Again and the Look Ahead sections. Or, you might want to have the enrichment pupils do the Look Ahead section and the remedial pupils do both sections. Your judgment of what is most appropriate for each pupil will be the best guide in using this page.

E

Tell the class that the fourth page of almost every unit will be divided into two sections: Look Again and Look Ahead. Read the instructions for Look Ahead to enrichment pupils; allow them to work together without your direct supervision. While the enrichment pupils are working on Look Ahead, lead the remedial pupils through Look Again.

LOOK AGAIN

Matcho. This is a visual discrimination activity. After reading the instructions aloud, check pupils' responses on each item.

Bingo. If possible, duplicate this game on 8½ by 11 paper and distribute it to pupils. They will then be able to circle their answers rather than cover them.

Otherwise, provide each pupil with ten small markers (such as pennies, cardboard discs, or dried corn kernels) to cover the boxes on the grid. (Save the markers for use in Units 10 and 17.)

Read the following directions: "This game is like Bingo. For each line, I will say two words. Each word is made by combining the letter in the first box with the letters in another box in that line. For example, if I said **for**,

Answers:

2. fern
3. term
4. church
5. clerk
6. burn

Emphasis—The /ër/ sound spelled er, ir, and ur.

Additional Resources—Use Enrichment Activity 3: Find the Birthday Cake.

A

Puzzle Pieces. After reading the instructions, call pupils' attention to the example. Show them that the shapes of the pieces for **hurt** fit together. Ask them where else on the page they can find the word **hurt**. (**Hurt** is in the third grouping of list words.)

Tell the class that each set of puzzle pieces can be put together to make a list word and that the shapes of the puzzle pieces offer clues. Encourage pupils to pronounce each word they make. To make them aware of the sound-spelling relationships in the words, ask: "What sound do you hear in all the puzzle words? In which words is the /ër/ sound spelled with the letters er? In which words is the /ër/ sound spelled with the letters ur?"

Have pupils make their own puzzle pieces. When they have completed their puzzles, you might want to have them exchange their puzzles with each other.

Supplementary Activities

Word Meanings. To check pupils' understanding of the words they made from Puzzle Pieces, ask them to make up an oral sentence for each word.

List Words. To introduce pupils to the rest of the list words, have them look at the groupings of words. Ask: "What other words spell the /ër/ sound with the letters er? What other words spell the /ër/ sound with the letters ur?"

Then pronounce each word in the second grouping and ask pupils what

PUZZLE PIECES

8

Put the puzzle letters together to make list words.
Write the words on your paper.

her	herd	her	term	fern	clerk	perch	germ
bird	girl	first	bird	skirt	third	dirt	shirt
fur	hurt	turn	burn	fur	church	spur	curl

1. hurt

2. nerf

3. merit

4. church

5. clerk

6. urn

Draw and cut out your own puzzle pieces. Use list words that have the /ër/ sound spelled er, ir, and ur.

sound they hear in every word. Ask what letters stand for the /ër/ sound in each word.

Lead pupils to see that there are three ways to spell the /ër/ sound: er, ir, and ur.

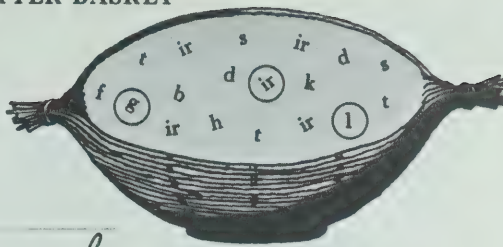
B

Letter Basket. On the chalkboard, copy all the letters shown in the letter basket. Show the class how **girl** was formed and cross out the letters used. Have the pupils work together to find all the ir words. As they find and write each word, cross out the letters used.

After pupils have written all the words, ask them to pronounce each one. Ask pupils what sound they hear and what letters they see in each correct answer.

LETTER BASKET

How many **ir** list words can you write by using the letters in the basket? Use each letter only once. Write the words on your paper.



Example: *girl*

SOUND IN THE WORD

Make two columns on your paper. Label one column **er**, and the other column **ur**. When your teacher says a word, write it in its correct column.

er **ur**
her *fur*

her

The /êr/ sound can be spelled **er**.

bird

The /êr/ sound can be spelled **ir**.

fur

The /êr/ sound can be spelled **ur**.

Write these words: **perch**, **germ**, **dirt**, **shirt**, **firm**, **spur**, and **curl**. Circle the letters that spell the /êr/ sound in each word.

only though four goes both

Answers:

first
bird
skirt
third

er **ur**

fern turn
herd hurt

Sound in the Word. To check pupils' understanding of the instructions, ask them why the word **her** is written under **er** and why **fur** is written under **ur**. Check to see that pupils have set up their paper correctly. Then read the words below twice, pausing for pupils to remember the spelling and to write the word:

1. fern 3. hurt
2. turn 4. herd

Formulas. Read each formula, including the key word, to the class. Explain that the three formulas show three different ways to spell the /êr/ sound. Ask: "Which of the list words that you used on this page are like **her**? Which words are like **bird**? Which list words are like **fur**?"

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. When introducing the five irregular words to the class, emphasize that these words have nothing to do with the unit formulas and list words. Notice that each of the /ô/ words contains an unexpected spelling of the /ô/ sound. **Goes**, for example, might be misspelled "gose," like **hose**. **Both** contains the same spelling pattern that occurs in some /o/ words: **moth**, **cloth**. **Four** might be confused with its homonyms **for** and **fore**.

To help pupils master these words, use the procedure below.

1. On the chalkboard, write the

words in a column. Pronounce each word, exaggerating the vowel sound in each. Ask pupils what vowel sound they hear in **goes**, **though**, and **both**. Underline **oe** in **goes**, **ough** in **though**, and **o** in **both**. Ask what vowel sound they hear in the first part of **only** and underline **o** in **only**. Then underline **our** in **four**, explaining that **our** is a less common way of spelling the /ôr/ sound.

2. On the chalkboard, write the items shown below, leaving blanks for the letters in parentheses:

- a. g (oe) s d. (o) nly
- b. th (ough) e. f (our)
- c. b (o) th

Pronounce the appropriate irregular and use it in a context sentence. Ask pupils which letters will complete each mystery word and either write those letters in the blanks or have pupils take turns writing them at the board.

Answers:

bird
burn
her
herd
fur
fern

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **her**, **herd**, **fern**, **bird**, **burn**, and **fur**
2. the spelling of the /*er*/ sound as **er**, **ir**, and **ur**
3. the cursive forms of small **b**, **h**, and **f**
4. the basic handwriting skills of slant and writing on the base line

Ask pupils if they know the name for the person in the illustration at the top of the page. Point out that this person is a detective. Explain that a detective looks for clues that will help him solve a mystery.

Explain that on page 32 small letters **b**, **h**, and **f** are clues for finding the list words that are needed to complete the "mystery sentences."

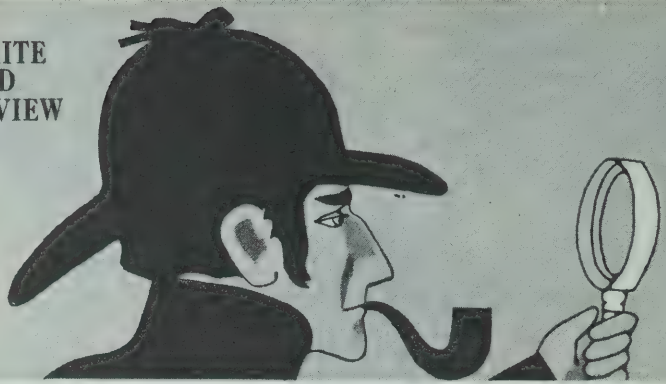
Before you read the directions and have pupils complete the activity, write small letters **b**, **h**, and **f** on the chalkboard.

Remind pupils that:

1. small letters **b**, **h**, and **f** are "loop" letters
2. these letters are as tall as capital letters
3. small letters **b** and **h** are demons and should be carefully formed so that they will not look like **li**
4. the lower loop in **f** extends almost a half space below the base line

Read the directions for the activity. Remind pupils that the letters in each list word must be carefully formed

WRITE AND REVIEW



Finish the "mystery sentences." On your paper, write the list words that begin with the key letter.

b The red _____ chirped.
Don't _____ your finger.

h Ellen wore _____ new hat.
The _____ of cattle rested.

f A kitten's _____ is soft.
A _____ is a green plant.

32

and that every letter should rest on the base line.

When pupils have finished, assign the sentences to six pupils. Have each pupil write the missing word in his sentence on the chalkboard. Then have the completed sentences read aloud. Guide pupils in checking to see that the correct list words were written on the board and on their papers.

As a handwriting check, guide pupils in evaluating the slant of the list words on the chalkboard and on their papers. With a piece of coloured chalk, draw a slanted, dashed line in front of and behind the letters in each word on the chalkboard. Have pupils make the same check of the words on their papers.

Review the unit generalizations by asking for the one sound that is heard in each list word. (the /*er*/ sound)

Have pupils say the letters that stand for the /*er*/ sound in the words. (the letters **er**, **ir**, and **ur**) Conclude by reminding pupils that the /*er*/ sound may be spelled by **er**, **ir**, or **ur**.

D

Unit Quiz

After pupils have completed the handwriting practice, administer the quiz found on page 6T. The quiz checks pupils' mastery of Unit 8 list words only. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers indicates that the pupil should do the Look Again activities on the fourth page of the unit. Seventeen or more correct answers indicates that the pupil should do the Look Ahead activities.

LOOK AGAIN

SHOW ME

Write **er** on one card, **ir** on another, and **ur** on the third.

er

ir

ur

Hold up the correct card for each list word your teacher says.

RHyme PAIRS

Find a list word that rhymes with each word below. Be sure the /êr/ sound is spelled the same way in both words. Write the words on your paper.

germ

turn

bird

LOOK AHEAD

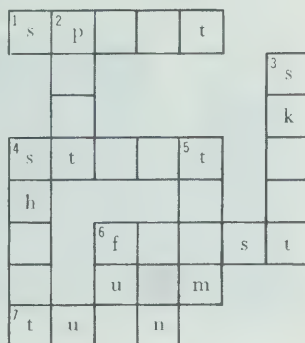
CROSSWORD PUZZLE

Copy the numerals below. Write list words from Units 7 and 8 to complete the crossword puzzle.



DOWN ACROSS

- | | |
|----|----|
| 2. | 1. |
| 3. | 4. |
| 4. | 6. |
| 5. | 7. |
| 6. | |



SEEING WORDS

How many list words name things that you can draw? Write those words on your

paper, and make drawings for them. Compare your work with that of your classmates.

Answers:

LOOK AGAIN

term, burn, third

LOOK AHEAD

DOWN

2. part
3. skirt
4. short
5. term
6. fur

ACROSS

1. sport
4. start
6. first
7. turn

Answers will vary.

Seeing Words. Pupils may vary somewhat in deciding which words they think can be pictured. They will probably all agree that **fern**, **clerk**, **bird**, **girl**, **skirt**, **church**, **dirt**, **shirt**, **spur**, and **curl** can be pictured. The challenge is in portraying **herd**, **hurt**, **fur**, **burn**, **perch**, and **germ**.

Supplementary Activities

Homonyms. On the chalkboard, write these two homonym pairs: **fur—fur**, **herd—heard**. Explain to the class that the two words in each pair sound alike but have different spellings and meanings.

Practice with Formulas (Nonlist Words). On one part of the chalkboard, write the nonlist words below.

- | | |
|----------|----------|
| 1. birth | 5. curb |
| 2. jerk | 6. verb |
| 3. sir | 7. whirl |
| 4. stir | 8. blur |

On another part of the board, make three columns, headed **er**, **ir**, and **ur**. Ask one pupil to write as the rest of the class tells him or her how to sort each of the nonlist words.

Note: The /êr/ sound may be especially difficult for some pupils to produce. Refer to page 4T.

E

LOOK AGAIN

Show Me. Provide pupils with three cards each and have them write the appropriate grapheme on each card. Tell them to hold up the **er** card when they hear a word spelled with the letters **er**, the **ir** card when they hear a word spelled with the letters **ir**, and the **ur** card when they hear a word spelled with the letters **ur**.

Say each word below twice. Pause after saying each word to write that word on the chalkboard. Allow pupils to check their responses against the words on the board.

- | | | |
|---------|---------|-----------|
| 1. her | 4. term | 7. fern |
| 2. bird | 5. girl | 8. third |
| 3. hurt | 6. burn | 9. church |

Rhyme Pairs. Before pupils do this activity, ask: "How is the /êr/ sound spelled in **germ**? How is the /êr/ sound spelled in **turn**? How is it spelled in **bird**?" Then have them find the appropriate rhyming list word for each printed word. Emphasize that the /êr/ sound should be spelled identically in the paired words.

LOOK AHEAD

Crossword Puzzle. If possible, duplicate the crossword puzzle for distribution. This will allow pupils to write the letters in the boxes and to see how the words intersect. After pupils have completed the crossword, encourage them to compare their work.

Answers:

wheel, teeth, sheep,
queen, bean

9

BIG PICTURE

heel	meet	steel	wheel	heel	teeth	fleet	beet
	sweet	sheep	queen	deep	seed	weed	
team	meat	bean	read	team	cream	steal	wheat
	scream	steam	deal				



How many list words can you find pictured? Write them on your paper.

Example: wheat

Draw your own big picture. Show pictures of list words or other words that have the /ē/ sound spelled **ee** or **ea**. Write the words that are in your picture.

34

Emphasis—The /ē/ sound in the middle of a word spelled **ee** or **ea**.

Additional Resources—Use Enrichment Activity 4: Good Things for Grandma.

A

Big Picture. Let pupils guess which list words are pictured until they arrive at correct responses.

When they have written all the words, ask: “What sound do you hear in all the pictured words? Is the /ē/ sound at the beginning, middle, or end of each word?” (Let pupils pronounce and discuss the words until they realize that the /ē/ sound is in the middle of each word.) “Which words have the letters **ee** in the middle? Which words have the letters **ea** in the middle?”

Have pupils draw their own big pictures. When they have finished, you might want them to exchange papers and look for the pictures of /ē/ words.

Supplementary Activities

List Words. To introduce the other list words to pupils, ask them what list words are not shown in Big Picture. Have them say each word and ask them what sound these other list words share with the pictured words.

Word Meanings. To check pupils’ understanding of list words, ask these questions:

1. Which list words name parts of the body? (**teeth, heel**)
2. Which list words name food to eat? (**beet, bean, wheat, cream, meat**)
3. Which list words name things to do? (**meet, steal, read, scream, deal**)
4. Which list word can be pronounced

with the /ē/ sound or /e/ sound? (read)

B

Sound-Alikes. To make sure the class understands the instructions and the example, have pupils pronounce both **heal** and **heel**. Ask how the /ē/ sound is spelled in each word. On the chalkboard, write a context sentence for each word to show how the two words differ in meaning.

You may want to help pupils with each item. Pronounce each numbered word, use it in a sentence, and have pupils find the homonym. After every pupil has written the answers, ask the

SOUND-ALIKES

Words that sound alike but are spelled differently are called **homonyms**. They also have different meanings. On your paper, write the list words that are homonyms for the words below.

Example: heal

heel

1. meet 2. steal 3. reed



HIDDEN WORDS

On your paper, make a list word from each line of letters below. What list word do the circled letters spell? (Hint: The word tells how candy tastes.)

1. t e a l (s) 4. r (e) m a c
2. t e a (w) h 5. m (t) e a
3. e m (e) t

heel

The /ē/ sound in the middle of a word can be spelled **ee**.

team

The /ē/ sound in the middle of a word can be spelled **ea**.

Write these words: **fleet, beet, deep, seed, weed, scream, steal, and deal**. Circle the letters that spell the /ē/ sound in each word.

hour our out flour flower ●

class how the /ē/ sound is spelled in each word.

Hidden Words. You may want to help pupils with item 1. Tell them that item 5 can be unscrambled to produce two different list words; make sure that everyone writes both of those list words.

After all pupils have completed the activity, discuss how the /ē/ sound is spelled in each word.

Formulas. Read each formula, including the key word, to the class. Emphasize that each formula shows two letters standing for a single sound. Ask: "Which of the words you used on this page spell the /ē/ sound with the letters ee? Which words spell the /ē/ sound with the letters ea?"

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. When introducing these words, emphasize again that they have nothing to do with the unit formulas and list words.

All five words contain the /ou/ sound. In four of these words, the /ou/ sound is spelled **ou**: **hour, our, out, and flour**. The same sound is symbolized by **ow** in **flower**.

In Unit 17, pupils will be shown that /ou/ is regularly spelled **ou** or **ow**. But because these five common words frequently are misspelled, they are presented here rather than in Unit

Answers:

1. meat
2. steel
3. read

1. steal
2. wheat
3. meet
4. cream
5. team, meat

sweet

17.

1. On the chalkboard, write the words in a column. Have pupils pronounce each word and ask what vowel sound they hear in every word. Ask them what letters stand for that sound in each word and underline those letters in the words on the board.

2. Tell pupils that there are two pairs of sound-alikes in the list; challenge them to find **our—hour** and **flour—flower**.

3. On the chalkboard, write the items shown below, leaving blanks for the letters in parentheses.

- a. (ou) t d. fl (ou) r
b. (ou) r e. fl (ow) er
c. h (ou) r

Pronounce the appropriate irregular, use it in a context sentence, and ask pupils to tell you which letters will complete each word. Write those letters in the blanks.

Answers:

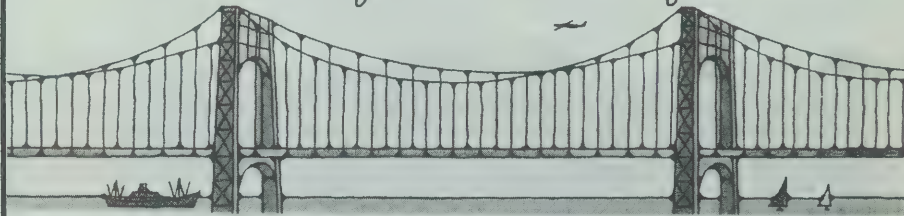
meat
heel

WRITE AND REVIEW

He tried to steal
away quietly.



The bridge is made of steel.



Write the homonym of the underlined word in a sentence.

I'll meet John at school.

The cut did not heal.

C

WRITE AND REVIEW

The activity on this page will reinforce pupils' understanding of:

1. the spelling of the list words **steal**, **steel**, **heel**, and **meat**
2. the /ē/ sound spelled by **ee** and **ea**
3. the formation of small **e** and the letter combinations **ee** and **ea**
4. the basic handwriting skills of style (neatness) and size
5. homonyms
6. writing a complete sentence

Call pupils' attention to the illustrations and sentences at the top of the page. Ask them to read the first sentence. Then encourage pupils to look at the accompanying illustration and explain the meaning of the underlined word **steal**.

Follow the same procedure for the second sentence and the word **steel**. Then ask pupils for the name of words like **steal** and **steel** whose sounds are the same but whose spellings and meanings are different. Remind pupils that such words are called *homonyms*.

(Write the words **steal** and **steel** on the chalkboard.)

36

Ask pupils:

1. to name the vowel sound in each word (/ē/ sound)
2. how the sound is spelled in each word (/ē/ sound, spelled by **ee** and **ea**)

(Underline the **ee** in **steel** and the **ea** in **steal**.)

Point out that:

3. Small **e** has a loop. (It is a demon letter.)
4. The final stroke in a small **a** slopes to the base line and makes the **a** different from **o**. (Small **a** and **o** are demon letters.)
5. In **steal**, **e** is connected to **a** with an overcurve connective; in **steel**, **e** is connected to **e** with an undercurve.

Have pupils follow you in writing **ea** and **ee** in the air.

Guide pupils in naming the essentials of a complete sentence. List the essentials on the chalkboard.

A complete sentence:

1. makes sense
2. has a subject and an action word
3. begins with a capital letter
4. ends with a mark of punctuation

Have pupils name the parts of the first sentence at the bottom of page 36.

Read the directions for the activity at the bottom of the page. Before pupils begin this activity, remind them that *homonyms* are words that sound alike but have different spellings and different meanings. Remind pupils to make each letter the correct size and to remember that style, or neatness, is a basic handwriting skill.

When pupils have finished writing each homonym in a sentence:

LOOK AGAIN

PIN DOWN THE SOUND

Number your paper from 1 to 6, and listen to the words your teacher says. Write **B** if the /ē/ sound is at the beginning of the word, **M** if it is in the middle, and **E** if it is at the end.

SCRAMBLE THE LETTERS

Scramble the letters in the words below to make list words. Write the list words on your paper.

- | | |
|----------|----------|
| 1. stale | 4. tales |
| 2. tame | 5. sleet |
| 3. dare | |

LOOK AHEAD

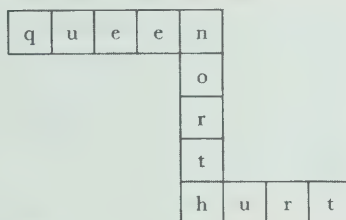
SILLY SENTENCES

Use list words to complete the sentences below. Write the complete sentences on your paper. Compare them in class.

- The _____ was too _____ for the _____.
- The _____ was made of _____.
- On the farm, we saw _____, _____, and _____.

WORD CHAIN

This word chain was made by using the last letter of the word **queen** as the first letter of the word **north**.



Use list words from Units 7, 8, and 9 to make a word chain. Start with the word **hurt**.

Answers:

LOOK AGAIN

- | | |
|------|------|
| 1. M | 4. M |
| 2. M | 5. M |
| 3. M | 6. M |

- steal
- team, meat
- read
- steal
- steel

LOOK AHEAD

- cream, sweet, queen
- wheel, steel
- sheep, wheat, cream

Answers will vary.

37

- Have pupils read their sentences.
- Ask pupils for the spelling of each homonym.
- See that pupils check their formations of **ee** and **ea**.
- Have pupils evaluate their sentences for letter size and neatness.

D

Unit Quiz

After pupils have completed the handwriting practice, administer the quiz found on page 6T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than eighteen correct answers indicates that the pupil should do the Look Again activities on the fourth page. Eighteen or more correct answers indicates that the pupils should do the Look Ahead activities.

E

LOOK AGAIN

Pin Down the Sound. This activity checks auditory discrimination skill. After reading the instructions, dictate one or two sample words to check pupils' understanding of the instructions.

Read each word below, pausing for pupils to respond:

- | | |
|----------|----------|
| 1. teeth | 4. queen |
| 2. sweet | 5. bean |
| 3. sheep | 6. cream |

When all pupils have finished, check their responses to each word. If any pupil heard the /ē/ sound at the end of the words, ask him to pronounce each of those words.

Scramble the Letters. This activity emphasizes the idea that correct spell-

ing involves the order in which letters are arranged.

After pupils have scrambled all five items, ask: "Which two words scramble to make *s-t-e-a-l*? Which word can be scrambled to make two list words?"

LOOK AHEAD

Silly Sentences. There are several different ways to complete each sentence. Encourage pupils to produce as many sentences as they can.

Word Chain. After pupils have finished this activity, you might have them display all the word chains they produced.

Supplementary Activity

Homonyms. To provide more practice with /ē/ homonyms, write the words below on the chalkboard. Have pupils pronounce the words and sort them into five homonym pairs.

- | | |
|----------|----------|
| 1. see | 6. seem |
| 2. creek | 7. sea |
| 3. dear | 8. creak |
| 4. deer | 9. beet |
| 5. beat | 10. seam |

Answers:

1. Green
2. east, eat
3. feet, weak

Emphasis—The /ē/ sound at the beginning of a word spelled **ea**; the /ē/ sound in the middle of a word spelled **ee** or **ea**.

Additional Resources—Use Enrichment Activities 5 and 6: The Word Pail and The /ē/ Crossword.

A

Spell and Listen. Before reading the instructions, ask: “How is the /ē/ sound spelled in the word **bean**? How is the same sound spelled in the word **beet**?” Then show the class that the list word **dream** was completed by using the letters **ea** from **bean**. Ask what letters from **beet** would complete the second blank in sentence 1. For each blank in the activity, make sure pupils write the entire word, not just the key graphemes.

When the class has completed the activity, ask: “How are all the words you completed alike? In which words is the /ē/ sound in the middle? In which words is the /ē/ sound at the beginning? How is the /ē/ sound spelled in each word you completed?”

Read the directions for the next activity to pupils. When you are sure they understand what they are to do, have them work independently. Pupils may include any of the following: **seat, street, feet; clean, green, screen;**

10

eat

east
each
eat
easy
Easter

weak

seat
teach
clean
dream
weak
speak
peach
beak
leak

feet

need
seem
week
feel
green
street
feet
screen
seek
creep

SPELL AND LISTEN

Complete the words with **ee** when you see a **beet**, and with **ea** when you see a **bean**. Write each word on your paper. Then say each word and listen for the vowel sound.

ea

ee

1. Last night I had a dr **ea** m about

the Jolly Gr n Giant!

2. He lived in the st valley and

grew peas for us to t.

3. He had huge green f t,

and he surely wasn't w k.

Look carefully at the words listed under **weak** and **feet**. See if you can find words in one list that rhyme with words in the other list even though they have a different spelling for the /ē/ sound. Write the rhyming words.

38

dream, seam; weak, speak, beak, leak, week, seek.

Supplementary Activities

List Words. To introduce the other list words to pupils, ask them to read all the words in the three groups.

Homonyms. Tell the class that there are two list words that sound alike but are spelled differently and have different meanings. Challenge them to find the homonyms. After they have found **weak** and **week**, ask them to use each word in a sentence. What homonyms do they remember from Unit 9?

B

Word Pairs. This activity sharpens auditory discrimination and helps pupils understand what a spoken sound (or phoneme) is. To make each word pair, pupils must listen for the number of sounds in each word and then find a list word that differs by only one sound. The difference may occur at the beginning, the middle, or the end.

Read the first sentence of the instructions and have pupils say both **feel** and **feet**. Ask them how many sounds they hear in each word; let

WORD PAIRS

The words in the word pair below differ from each other by only one sound:

feel feet

Make up word pairs by combining a list word with each numbered word below.

- | | | |
|---------|----------|----------|
| 1. peel | 3. beach | 5. cream |
| 2. beak | 4. neat | 6. cleat |

UNSCRAMBLE THE LETTERS

Unscramble the letters to make list words. Write the words on your paper.

Example: g e n e r

green

- | | |
|------------|----------------|
| 1. a c h e | 4. e w k e |
| 2. m e e s | 5. e r t e t s |
| 3. k e w a | 6. s t e a |

eat

The /ē/ sound at the beginning of a word is usually spelled **ea**.

weak

The /ē/ sound in the middle of a word can be spelled **ea**.

feet

The /ē/ sound in the middle of a word can be spelled **ee**.

Write these words: **easy**, **Easter**, **speak**, **peach**, **beak**, **leak**, **screen**, **seek** and **creep**. Circle the letters that spell the /ē/ sound in each word.

● few suit truly together beautiful ●

Answers:

- | | |
|----------|-------|
| 1. peel | feel |
| 2. beak | weak |
| 3. beach | teach |
| 4. neat | seat |
| 5. cream | dream |
| 6. cleat | clean |

1. each
2. seem
3. weak
4. week
5. street
6. east, seat

the /ū/ sound: **few** and **beautiful**. Two contain the /ü/ sound: **suit** and **truly**. The first syllable of **together** is pronounced either with the /ü/ sound or the /ə/ sound, although more often the latter. When pronounced with the /ü/ sound, the first syllable of **together** might be confused with the homonyms **two** and **too**.

1. Write the words on the board in a column. Have pupils pronounce each word. Then have them pronounce only the key vowel sound in each word. Underline the following letters in the words on the board:

- a. ew in **few**
- b. eau in **beautiful**
- c. ui in **suit**
- d. u in **truly**
- e. o in **together**

2. Challenge pupils to use all the irregulars in one or two written sentences.

them pronounce the words until they hear three sounds in each word. Then ask them how **feel** and **feet** differ in sound. (They differ by the final consonant sound.)

Read the rest of the instructions and help pupils make each word pair.

After completing the activity, ask pupils to explain how the two words in each pair are different. (Items 1, 2, 3, and 5 differ from their list words by the initial sound, item 6 by the final consonant.)

Unscramble the Letters. After pupils have unscrambled all the words, ask how the /ē/ sound is spelled in each answer.

Formulas. Of the three formulas presented here, the second and third were introduced in Unit 9.

Read each formula, including the key word, to the class. Emphasize that each formula shows two letters standing for a single sound. To check pupils' understanding of the formulas, ask: "Which list words have the /ē/ sound at the beginning? Which have the /ē/ sound in the middle?"

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. Two irregulars contain

WRITE AND REVIEW



Copy the story.

*Cathy and Ellen went
to the Easton Carnival.
Each had a treat to eat
when on the Ferris wheel.*

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **each**, **eat**, and **east**
2. the /ē/ sound spelled by **ee** and **ea**
3. the formation of capital letters **C** and **E**
4. the basic handwriting skills of slant and spacing

Point to the illustration of the carnival at the top of the page. Explain that the story at the bottom of the page is about two girls named **Cathy** and **Ellen** who went to this carnival.

Read the story. Ask why **Cathy**, **Ellen**, **Easton**, and **Carnival** begin with capital letters. (The words name people, a city, and a particular carnival.) Point out that **Ferris** also begins with a capital letter because this ride was invented by a man named **Ferris**.

Referring to **Cathy**, **Ellen**, **Easton**, and **Carnival**, point out that capital letters **C** and **E** are made in almost the same way. (small loop; curve around; **E** has an additional loop.) Have pupils practise these letters at the chalkboard.

Read the directions for the story. Before pupils begin to copy the story, tell them to notice the slant of the letters and the spacing within the words and between the words. Remind pupils that slant and spacing are two of the basic handwriting skills. Tell them to use these skills when they copy the story. Also remind pupils to carefully form **C** and **E** and to connect each letter to the letters that follow them in a word.

When pupils have finished copying the story, reread the story and have pupils underline the words in which they hear the /ē/ sound. To check their work, have the underlined words read aloud.

Remind pupils that the underlined words **each**, **eat**, **seat**, and the word **east** in the word **Easton** are list words. Ask for the spelling of /ē/ in each of these words. Be sure pupils understand

that the /ē/ sound is spelled by the letters **ea**. Ask pupils if they see a word with a different spelling for /ē/. Be sure pupils notice that the /ē/ sound in **wheel** is spelled **ee**. Remind pupils that the /ē/ sound may be spelled by **ea** or **ee**.

D

Unit Quiz

The quiz for Unit 10 is on pages 6T and 7T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than twenty correct answers indicates that the pupil should do the Look Again activities on the fourth page of the unit. Twenty or more correct answers indicates that the pupil should do the Look Ahead activities.

LOOK AGAIN

BINGO

Listen carefully to the words your teacher says.

s	eat	eam	eed	cal	eep
w	eek	ean	eed	eave	eep
ea	t	ch	st	r	sy
t	each	cam	cen	ca	case

WRITE THE LETTERS

- Number your paper from 1 to 6. When your teacher says a word, write the letters that stand for the /ē/ sound in the word.

LOOK-AHEAD

SILLY SENTENCES

This sentence uses six list words:

The **weak** dragon's **clean green feet** took him **east** up the wide **street**.

How many list words can you use to write one good sentence? Write your sentence on your paper.

SEVERAL MEANINGS

Some of the list words have more than one meaning. Find them by answering the questions below.

- What three things make up one yard?

What do you walk on?

- What is another word for chair?

What is another word for the back part of a pair of pants?

Answers:

LOOK AGAIN

steam
seal
weave
ear
tea

- ee
- ea
- ee
- ea
- ea
- ee

LOOK AHEAD

Answers will vary.

- feet
- seat

make. Encourage them to produce as many as possible.

Several Meanings. This activity introduces pupils to two possible meanings of **feet** and **seat**.

Supplementary Activities

Several Meanings. Ask pupils to write a sentence for each meaning of both **feet** and **seat**.

Bingo Words. Challenge pupils to pronounce all the words that can be made for each line of the Bingo grid. Let them guess the meanings of unfamiliar words, such as **steed**, **seep**, and **wean**.

Nonlist Words. Write the nonlist words below on one part of the chalkboard.

- scream
- feed
- sweep
- cheat
- reach
- leap
- weed
- cheek
- sneak
- sleet
- heat
- neat
- deep
- keep

On another part of the board, make two columns, one headed **weak** and the other headed **feet**. Assign a pupil to write as the other pupils tell him how to sort the nonlist words into the two columns.

E

LOOK AGAIN

Bingo. If possible, duplicate this game on 8½ by 11 paper and distribute it.

Otherwise, provide each pupil with ten small markers (such as pennies, cardboard discs, or dried corn kernels) to cover the boxes. (Save the markers for use in Unit 17.)

Read the following directions to pupils: "This game is played like Bingo. Each word is made by combining the letters in the first box with the letters in any other box in that line. For example, if I said **steel**, you would cover the letters **eel** in the second box. If I said **steed**, which box would you cover?" (the box with the letters **eed**) "As soon as you have a Bingo column, say, 'Bingo!'"

For each line, read each word below twice, pausing long enough for each pupil to respond:

- steep, steam
- seed, seal
- week, weave
- ear, easy
- tease, tea

Those pupils who cover the boxes correctly should say "Bingo!" together.

Write the Letters. After reading the directions, say each word below twice, pausing long enough for each pupil to respond:

- feel
- seat
- green
- dream
- east
- need

LOOK AHEAD

Silly Sentences. There are several possible "silly sentences" pupils can

Answers:

2. train, rain
3. made, gate

11

WORDS AND PICTURES

On your paper, complete the sentences with list words.

may way may gray stay play tray ray
came male came page gate made stage date
sail rain sail plain train paint raid mail

1. *May* we *stay*

and *play* with you?



Emphasis—The /ā/ sound at the end of a word spelled ay; the /ā/ sound in the middle of a word spelled ai or a-C-e.

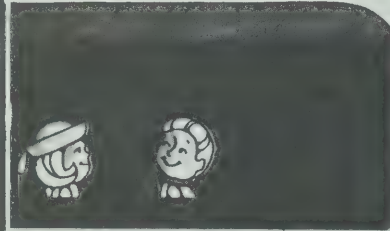
Additional Resources—Use Enrichment Activity 7: Homonym Riddles.

A

Words and Pictures. After reading the instructions, show pupils that *may*, *stay*, and *play* come from the first grouping of list words. To elicit answers for the other sentence blanks, ask: "In the second picture, what are the children travelling in? What do they see falling from the sky? What two list words would you use to complete the third sentence?"

After pupils have completed the sentences, have them read each sentence aloud. To prepare them for the formulas on the next page, ask: "What sound do you hear in every word used to complete the sentences? What two letters do you see at the end of the words *may*, *stay*, and *play*? What two letters do you see in the middle of *train* and *rain*? Look at *gate* and *made*. What is the second letter in both words? What is the last letter in both words?"

Learning the sound-spelling relationship in the words *gate* and *made* will be more difficult for pupils. To help them see that the /ā/ sound can be represented by a-C-e, ask them what word they have when they take



3. We ____ our
 ____ out of cake.

Choose one word from each line of the list words. Write all the words you can think of that rhyme with each word you chose.

42

2. We rode the gray ____
 through the ____.



the final e off of the word *made*. Discussing this question may help them see that final e does influence the vowel sound in such words.

Read the directions for the last activity to pupils. When you are sure they understand what they are to do, have them work independently.

Supplementary Activity

List Words. To introduce the other list words to the class, ask these questions:

1. Which list words rhyme with *may*, *stay*, and *play*? (*way*, *gray*, *tray*, and *ray*)

2. Which list word rhymes with *rain* and *train*? (*plain*)
3. Which list word names something you can use to make pictures? (*paint*)
4. Which list word names something you can find in a book? (*page*)
5. Which list word rhymes with *page*? (*stage*)
6. Which list words are homonyms? (*male* and *mail*)
7. Which list word rhymes with *laid*? (*raid*)
8. Which list word means nearly the same as *arrived*? (*came*)
9. Which list word rhymes with *late*? (*date*)

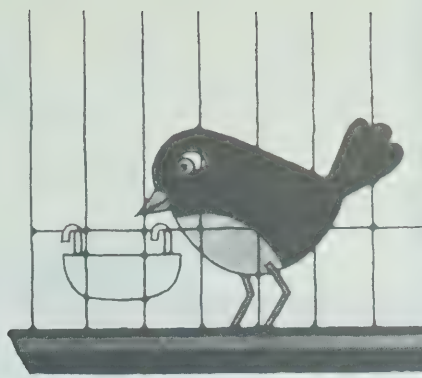
RHYME PAIRS

Write a list word that rhymes with each word below.

Example: pray

gray

1. saint 2. lame 3. cage



SOUND-ALIKES

These words have homonyms in the word list. On your paper, write the list word that sounds like each printed word.

1. mail 3. weigh
2. plane 4. sale

may

The /ā/ sound at the end of a word is usually spelled **ay**.

sail

The /ā/ sound in the middle of a word can be spelled **ai**.

came

The /ā/ sound in the middle of a word can be spelled **a-consonant-e**.

Write these words: tray, ray, raid, mail, stage, and date. Circle the letters that spell the /ā/ sound in the first four words. Circle the letters that spell the V-C-e pattern in the last two words.

move shoe new sure today

43

B

Rhyme Pairs. Point out that the /ā/ sound is spelled with the same letters in both of the words of the example. For each numbered word, ask pupils to find a rhyming list word that spells the /ā/ sound the same way.

Sound-Alikes. You might want to do the first item with the class. Pronounce the numbered word and ask pupils to find a list word that sounds just like the numbered word.

Formulas. Read each of the first two formulas, including the key words, to the class. Ask: "What word did you write for this page that has the same sound and spelling as **may**? What two

letters stand for the /ā/ sound in that word? What words did you write that are just like **sail**? What two letters stand for the /ā/ sound in those words?"

Then read the third formula. Explain that, from here on, the term "a-consonant-e" will be abbreviated **a-C-e**, with the letter C standing for the word "consonant." Illustrate the formula by writing the chart below on the chalkboard.

	a	C	e
c	a	m	e

To check pupils' understanding of the formula, ask them to pronounce each list word that is like **came** in spelling.

Answers:

1. paint
2. came
3. page

1. male
2. plain
3. way
4. sail

Write each list word they supply in the chart shown above.

To summarize, emphasize that each of the three formulas shows a set of letters standing for the same sound.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. The words **new**, **move**, and **shoe** all have the /ü/ sound. But only **new** spells that sound in a predictable way. As pupils will see when they study Units 18 and 19, the /ü/ sound is regularly spelled **ew** or **oo**. Pupils may drop the final **e** when writing **move**.

The word **sure** may confuse pupils for two reasons: (1) the /sh/ sound is represented by **s** rather than **sh**; and (2) unlike most /ër/ words, **sure** ends in **e**.

When the first syllable of **today** is pronounced with the /ü/ sound, it might be confused with the homonyms **two** and **too**. Or, when pronounced with the /ə/ sound, it might be misspelled "tiday" or "tudahy."

1. Have pupils pronounce the words and spell them orally.

2. On the chalkboard, write the items below, leaving blanks for the letters in parentheses.

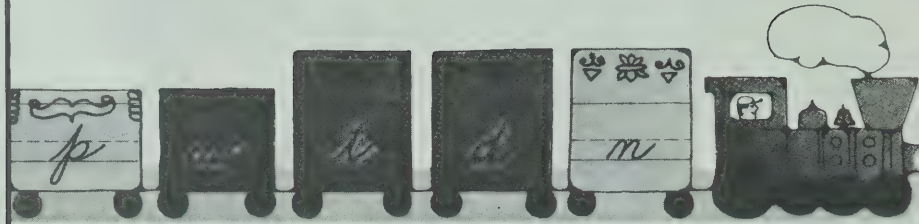
- a. m (ove) d. s (ure)
b. n (ew) e. t (o) day
c. sh (oe)

Pronounce the appropriate word and challenge pupils to supply the missing letters without looking at their books. Write the letters they supply in the blanks.

Answers:

1. m, n
2. p, t, d

WRITE AND REVIEW



Look at the letters on the train.

1. Write the two letters that are formed with the same strokes.
2. Write the other letters. How are they alike?

Copy the sentence. Then add a sentence of your own.

*John asked if he could
play with his train.*

44

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of list words **play** and **train**
2. the /ā/ sound spelled by **ay**, **ai**, and **a-C-e**
3. the formation of small **n** and **m**; small **d**, **p**, and **t**
4. the similarity in the formation of **n**, **m**; of **d**, **p**, and **t**
5. the basic handwriting skills of style and writing on the base line

Tell pupils to name the letters on the train. Ask which two letters are formed with the same basic strokes. (small **n** and **m**)

Point out the initial and final strokes in **n** and **m**; remind pupils that **m** has one more hill than **n**. Review the number count for each letter and then have pupils write the letters on their practice papers.

Ask pupils to look at the remaining letters on the train and decide how they are alike. Pupils should recognize that **d**, **p**, and **t** are made without loops at the top and are two-thirds of a space high. Have pupils write each letter on their practice papers. (You might want to have certain pupils practise the five letters at the chalkboard.)

Read the directions for the final exercise on the page. Remind pupils that every word should be written on the base line and that the sentence they copy and the sentence they make up should be neatly written and rest on the base line.

Turning again to the sentence in the book, point out that the words **play** and **train** are list words. Write these words on the chalkboard. Ask pupils to name and spell the vowel sound in each word. (/ā/ sound,

spelled by **ay** and **ai**) Underline **ay** and **ai**. Tell pupils to turn to page 42 and find another list word with a different spelling for /ā/. (Any of the words in the third list will do.) Write one of the words on the board and underline the **a** and **e**. Remind pupils that the /ā/ sound may be spelled by **ay**, **ai**, and **a-C-e**.

D

Unit Quiz

The quiz for Unit 11 is on page 7T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers indicates that the pupil should do the Look Again activities on the fourth page of the unit. Seventeen or more correct answers indicates that the pupil should do the Look Again activity.

LOOK AGAIN

SAME LETTERS

On your paper, write the word in each line that is spelled with the same letters as the first word.

1. take	keen	tea	tale	teak
2. may	map	pay	yam	man
3. made	dame	maid	deem	male
4. page	gray	gape	paid	game
5. male	lane	lame	meat	mail

TREASURE HUNT

To reach the treasure, put your finger on the word, move your finger to your finger on START. Follow the box that tells how the /ā/ sound in the word is spelled. When your teacher says a word, the sound in the word is spelled.

START	ai	a-C-e	ay
a-C-e	ai	ay	ai
ay			a-C-e
a-C-e			ay
ai	ay	ai	a-C-e
			ay
			ai



LOOK AHEAD

BIRTHDAY PRESENTS

Pretend that you are giving some birthday presents to your friends. Use the formulas in this unit to find words that will name the presents. Write these words on your paper.

Then use the formulas to find words that will describe the presents. Perhaps you would give a friend a tame ape.

Answers:

LOOK AGAIN

- teak
- yam
- dame
- gape
- lame

LOOK AHEAD

Answers will vary.

- a-C-e gate
- ay stay
- *16. a-C-e made
- ai paint
- ay play

45

E

LOOK AGAIN

Same Letters. This activity checks visual discrimination. After reading the directions, do item 1 with pupils. Then work with them to find the other answers. Discuss with pupils what the correct answers mean.

Treasure Hunt. This activity requires pupils to match each word you say with the spelling pattern for each word's vowel sound. Before having pupils play the game, give them time to review the list words on page 42.

Then read the following directions: "Put your finger on Start. When I say a word, move your finger to the box that tells how that word's /ā/ sound is spelled. I might skip a box, so watch out. When you have reached the treasure, raise your hand."

To provide materials to play the game several times, a word is given for every box in the list below. The first time pupils play the game, read the italicized words in that list. Stop at every starred box to see if everyone is with you. If you wish to use this game again, read different words from the list. Do not use homonyms.

- ai paint
- a-C-e page
- *3. ay may
- ai paint
- a-C-e came
- ay play
- a-C-e gate
- *8. ai paint
- ay may
- a-C-e page
- ai train
- ay stay
- *13. ai train

LOOK AHEAD

Birthday Presents. Encourage pupils to find as many words as they can that fit the description given in the instructions.

Supplementary Activity

Practice with Third Formula (Non-list Words). To reinforce pupils' understanding of the a-C-e pattern, write some or all of the word pairs below on the chalkboard.

- mane—man
- mate—mat
- hate—hat
- cape—cap
- cane—can
- tape—tap
- rate—rat
- fare—far
- plane—plan

Have pupils pronounce the words in each pair. Ask: "How is the first word different from the second word in each pair?" Lead them to see that taking off the final e changes the vowel sound of each word.

Answers:

2. pay
3. paid
4. nail
5. wait
6. skate

Emphasis—The /ā/ sound at the end of a word spelled ay; the /ā/ sound in the middle of a word spelled ai or a-C-e.

Additional Resources—Use Enrichment Activity 8: A Word Hunt.

A

Puzzle Pieces. Before you have pupils do this activity, point out that the shapes of the puzzle pieces offer clues about how the pieces should be put together. Make sure they understand that the example, **hay**, is a list word.

Some pupils may notice that item 6 also produces two nonlist words: **steak** and **stake**.

When pupils have finished, ask: “What one sound is in all the words made from the puzzle pieces? What letters are used to spell that sound in each word made from the puzzle pieces?”

Have pupils make their own puzzle pieces. When they have finished,

you might want them to exchange their puzzles with each other.

Supplementary Activities

List Words. To introduce the rest of the list words to pupils, have them pronounce each word not used in Puzzle Pieces.

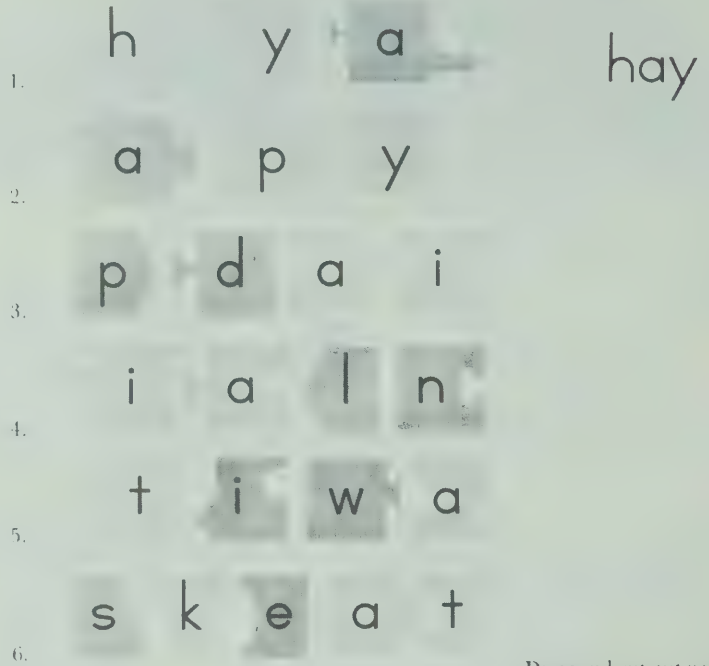
Homonyms. Three homonym pairs are suggested by this unit: (1) **hay**—**hey**; (2) **wait**—**weight**; (3) **pain**—**pane**. Write the pairs on the board. Ask pupils to pronounce each word in the pairs and ask them to use each word in a sentence. Have them explain which word fits each sentence.

PUZZLE PIECES

Put the puzzle pieces together to make list words.

Write the words on your paper.

day	hay	say	pay	day	lay	bay	stray
gain	fail	nail	paid	wait	gain	pain	rail
cake	lake	place	face	plate	skate	cake	race
	rake	chase					



Draw and cut out your own puzzle pieces. Use list words or other words that have the /ā/ sound spelled **ay**, **ai**, and **a-C-e**.

B

Word Pairs. Have pupils pronounce each word in the example word pair and ask them how **hay** is different from **day** in sound. (The two words differ by the initial consonant sound.) Then help them make up four different word pairs, reminding them that the words in each pair should be the same, except for one sound.

After they have composed their word pairs, ask them to explain how the members of each pair differ from each other in sound. (The members of each pair differ from each other by the initial consonant sound.)

WORD PAIRS

The words in the word pair below differ from each other by only one sound.

hay day

Make up four different word pairs by combining a list word with each numbered word below.

Write your word pairs on your paper.

1. pay 3. nail
2. day 4. lake



ADD THE ENDING

Number your paper from 1 to 4. When your teacher says a list word, write the word and add the ending as shown below.

Example: place - s = *places*



1. plate 2. skate 3. face 4. day

day

The /ā/ sound at the end of a word is usually spelled **ay**.

gain

The /ā/ sound in the middle of a word can be spelled **ai**.

cake

The /ā/ sound in the middle of a word can be spelled **a-C-e**.

Write these words: **lay, bay, stray, pain, rail, race, rake, and chase**. Circle the letters that spell the /ā/ sound in the first five words. Circle the letters that spell the V-C-e pattern in the last three words.

look full put pull woman

47

Answers:

1. pay say, hay, day
2. day hay, pay, say
3. nail fail
4. lake cake

1. plates
2. skates
3. faces
4. days

Add the Ending. Call pupils' attention to the example. Then read each numbered word twice, pausing long enough for pupils to write the root word and add the ending. After they have completed the activity, have them pronounce each word they made.

Formulas. These formulas are identical to the formulas introduced in Unit 11. After reading them, ask pupils to suggest three examples of each formula. What examples of each formula do they remember from Unit 11?

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work

independently.

Irregulars. These five words share the /û/ sound. In the words **put, pull, and full**, the sound is spelled with the letter **u**; in **woman**, with the letter **o**; in **look**, with the letters **oo**. **Look** fits a formula to be introduced in Units 18 and 19, but because the word is misspelled often, it is presented here.

1. On the chalkboard, write the words in a column. Have pupils pronounce each word and underline the letters that stand for the /û/ sound in the words on the board.

2. On the chalkboard, write the items below, leaving blanks.

a. p (u) t

- b. p (u) ll
- c. f (u) ll
- d. l (oo) k
- e. w (o) man

For each incomplete item, pronounce the appropriate irregular, use it in a context sentence, and ask pupils to write the complete word on their papers.

Supplementary Activity

Homonyms. Write the following words on the chalkboard and challenge pupils to sort them into five homonym pairs.

1. maid 5. main
2. pail 6. made
3. tale 7. pale
4. tail 8. mane

Answers:

nail
Nail
mail
Mail

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of list words **place** and **nail**
2. the /ā/ sound spelled by **ai**, **ay**, and **a-C-e**
3. the formation of capital letters **N** and **M**
4. the similarity in the formation of capital and small **n** and capital and small **m**
5. the basic handwriting skill of spacing

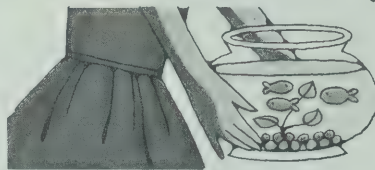
Have pupils read the sentences at the top of the page and look at the accompanying illustrations. Ask pupils to look at the underlined word in each sentence. Ask pupils if the word **place** is used in the same way in both sentences.

Explain that in the first sentence **place** is used to tell where Neil is sitting. Explain that in this sentence **place** is a *name word*. As an additional example of a name word, point out that in the sentence **He has a bicycle**, the word **bicycle** is also a name word.

Tell pupils that in the second sentence, Martha is telling someone to "place the bowl on the table." Explain that **place** tells what someone is supposed to do. Tell pupils that in this sentence **place** is an *action word*. Be sure they understand that many

WRITE AND REVIEW

Is Neil sitting in the correct place?



"Place the bowl on the table," said Martha.

On your paper, practise the letters.

N n M m

On your paper, correctly write the underlined word for each sentence.

nail

Jane handed Tom a ____.
____ the lid closed.

mail

Did you receive any ____?
____ this letter to John.

words may be used as a name word and as an action word.

Ask pupils to look again at the first two sentences and tell you why **Neil** and **Martha** begin with capital letters. (Every name must begin with a capital letter.) Then point to the first exercise on the page and tell pupils to look carefully at capital letters **N** and **M**. Say that **N** and **M** are formed with the same basic strokes. Write the letters on the chalkboard and say the number count for each letter. Write small letters **n** and **m**. Point out that **m** always has one more hill than **n**.

Read the directions for the final exercise. Tell pupils that they should correctly write the underlined word as it should appear in each sentence. Tell them to leave a small space between the letters in each word. When

pupils have finished, tell them to check the formation of **n** and **m** and the other letters in the words. Then have pupils read each sentence and include the missing word. Ask if the missing word is a name word or an action word. (The first and third words are name words; the second and fourth are action words.)

As a review of the unit generalizations, ask pupils to name the vowel sound in **place**, **nail**, and **mail**. (the /ā/ sound) Ask pupils how the /ā/ sound is spelled in each word. (The /ā/ sound is spelled **a-C-e** and **ai**.) Tell pupils to look at the list words on page 46 and find another spelling for the /ā/ sound. (Any **ay** word will do as an example.) Remind pupils that the /ā/ sound may be spelled by **a-C-e**, **ai**, and **ay**.

LOOK AGAIN

SHOW ME

Write **ay** on one card, **ai** on another, and **a-C-e** on the third.

ay

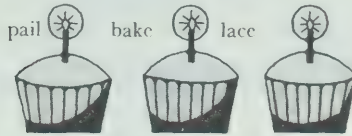
ai

a-C-e

Hold up the correct card for each list word your teacher says.

RHYME PAIRS

On your paper, write the list words that rhyme with the words below.

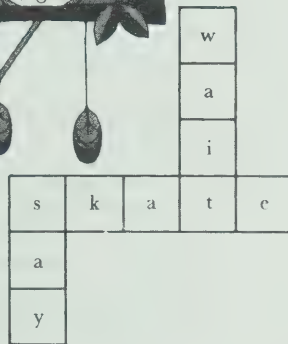
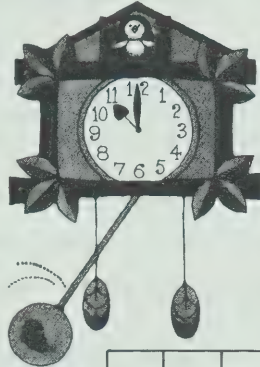


LOOK AHEAD

WORDS AND MEANINGS

On your paper, write the list words that answer the questions below.

1. What is food for horses?
2. What is the opposite of **succeed**?
3. On what part of a clock are the numbers written?
4. During what period of time does the sun shine?
5. What can you pound with a hammer?



MAKE A CROSSWORD

Continue this crossword, using as many list words as you can from Units 11 and 12.

Answers:

LOOK AGAIN

nail, fail
lake, cake
place, face

LOOK AHEAD

1. hay
2. fail
3. face
4. day
5. nail

Answers will vary.

Make a Crossword. After pupils have finished making their crossword, you might post it on the bulletin board. If possible, provide them with graph paper to do the crossword.

Supplementary Activities

Practice with Formulas (Nonlist Words). On one part of the board, write the words below.

- | | |
|----------|-----------|
| 1. pail | 8. pray |
| 2. game | 9. safe |
| 3. braid | 10. shake |
| 4. clay | 11. pain |
| 5. cage | 12. shade |
| 6. jail | 13. spray |
| 7. tail | |

On another part of the board, make three columns, headed **ai**, **ay**, and **a-C-e**. Assign a pupil to the board and ask the other pupils to tell him where to write each word.

Homonyms. Write the sentences and word choices below on the chalkboard or duplicate them for distribution. Ask pupils to choose the correct spelling for each sentence.

1. I had to (wait, weight) for the bus.
2. I want a (mail, male) chipmunk.
3. I (made, maid) a doghouse.
4. Tomorrow, I'll (sale, sail) my new boat.
5. Joan wants a (plane, plain) red dress.
6. The farmer stacked the (hay, hey).

D

Unit Quiz

The quiz for Unit 12 is on page 7T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than eighteen correct answers indicates that the pupil should do the Look Again activities on the next page. Eighteen or more correct answers indicates that the pupil is ready for the Look Ahead activities.

E

LOOK AGAIN

Show Me. Provide pupils with three cards each and have them write each grapheme on the appropriate card.

LOOK AHEAD

Words and Meanings. This activity checks comprehension of word meaning.

When they are ready, tell pupils to hold up the card that tells how the /ā/ sound is spelled in each word you say.

Pronounce list words in random order, pausing after each word to write the word on the board so that pupils may check their responses. Continue dictating list words until everyone is responding correctly.

Rhyme Pairs. Tell pupils that each rhyming list word they choose should spell the /ā/ sound the same way as the given word. To make this clear, you might want to do the first item with them.

Answers:

ape, giraffe, lion, mongoose,
tiger, zebra

no
wallaby, weasel, whale, wombat

-
1. M
 2. B
 3. E
 4. M
-

1. noise, plain
as the first and last entry words
on the page
yes
2. no
yes

Emphasis—The main aspects of the third-grade Spelling Dictionary: alphabetical order, entry words, syllabication, pronunciation, and definition.

Additional Resources—Use Enrichment Activities 9 and 10: Blue Ribbon Winner and Go to the Head of the Class.

A

This unit presents the basic dictionary skills and concepts in four groupings of activities.

The entries in the third-grade Spelling Dictionary have been keyed to this unit and to certain later units.

Alphabetical Order. Make sure pupils understand alphabetical order. To help pupils alphabetize the first set of animal names, have them pronounce each animal name. Ask them to name the initial letter of each word. If pupils have trouble, have them cover up all but the first letters of **ape** and **tiger**. Ask which letter, **a** or **t**, comes first in the alphabet. Lead them to see that each word begins with a different letter.

After everyone has alphabetized the six names, read the directions for the second step. Have pupils pronounce each word. Guide them to the conclusion that they must look at the second

13

YOUR DICTIONARY ALPHABETICAL ORDER

Words written in a-b-c order are in **alphabetical order**. Write the animal names below in alphabetical order.

ape	lion	giraffe
tiger	mongoose	zebra

All the animal names below start with the same letter. Is the second letter the same in each name? Write the names in alphabetical order.

wombat	weasel	whale	wallaby
--------	--------	-------	---------

WRITE THE LETTERS

The words in a dictionary are listed in alphabetical order. Would you look in the beginning, the middle, or the end of the dictionary to find the words below? Write **B**, **M**, or **E** next to each numeral on your paper.

- | | | | |
|---------|---------|---------|---------|
| 1. mail | 2. draw | 3. star | 4. long |
|---------|---------|---------|---------|

GUIDE WORDS

The two words at the top of each dictionary page are **guide words**.

1. What are the guide words on page 140 of your spelling dictionary? Where else do you see the guide words on that page? Are the first and last words on the page always repeated at the top of the page?
2. Would you find **gorilla** on a page having **kangaroo** and **loon** as guide words? Would you find **koala** on that page?

50

letter of each word to put the words in order. Ask pupils to cover up the **w** in **whale** and **wallaby**. Then ask them which letter, **h** or **a**, comes first in the alphabet.

Write the Letters. Explain that words in the dictionary are arranged in alphabetical order. Point out that just as we look for the letter **m** in the middle of the alphabet, we look for **mail** in the middle of the dictionary. For each numbered word, tell pupils to write **B** if the word is in the beginning of the dictionary, **M** if in the middle, **E** if at the end.

Guide Words. Before beginning the activity, have pupils leaf through their Spelling Dictionaries.

With the class, discuss the questions in item 1, one by one. Lead pupils to see that the two words at the top of a

dictionary page tell us what the first and last entry words on the page are. Finally, point out that all the words on a page are arranged alphabetically between the guide words.

For item 2, have pupils look at the first letter of **gorilla**, **kangaroo**, and **loon**. Ask: "Does **g** come before **k**, between **k** and **l**, or after **l**?" Lead pupils to see that **gorilla** would not appear on a dictionary page having **kangaroo** and **loon** as guide words because **g** does not come between **k** and **l**.

Then tell pupils to look at the second letter of **koala** and of **kangaroo**. Ask: "Does **o** come before or after **a** in the alphabet? Does **k** come before or after **l** in the alphabet?"

Some pupils will understand guide words better after reading the next page.

be·long /bi lɒŋ'/ 1. to be owned. Does the bicycle **belong** to you? 2. to be in the proper place. These toys **belong** in your room.



ENTRY WORDS

Everything the dictionary says about a word is called an **entry**. The first word of an entry is the **entry word**. On your paper, write the entry word for the entry on this page.

SYLLABLES

1. Say **belong**. Write the number of vowel sounds you hear. Write the number of syllables you see. Does the dot you see divide **belong** into syllables?
2. Find **hippopotamus** in your spelling dictionary. Write the number of syllables it has.

DICTIONARY RESPELLINGS

Find /bi lɒŋ'/ in the entry on this page. This shows how you say **belong**. It is called a **dictionary respelling**.

Is /mɛt/ or /mēt/ the correct dictionary respelling of **meat**? Write the correct one.

MEANINGS

The entry tells what the word means. It also shows how to use the word in a sentence.

1. How many meanings are given for **belong**?
2. Write sentences for both meanings.

51

B

Entry Words. After reading the first sentence to the class, discuss the word **entry**. Explain that **entry** comes from the word **enter** because the dictionary writers **enter**, or put in, words and their meanings.

Call attention to the entry for **belong**. Point out that the entry word is a part of the dictionary entry. Direct pupils to their Spelling Dictionaries, and have them pick out the entry words of several entries.

Syllables. When discussing item 1 with the class, point out that the pause in pronouncing the word **belong** divides it into syllables. Call attention to the dot in the entry word **belong** and point out that the dot represents a pause.

After reading the directions for item 2, have pupils pronounce **hippopotamus** and then locate it in their Spelling Dictionaries. Ask: "How many dots do you see in **hippopotamus**?" (four dots) Have them repeat **hippopotamus** after you. Ask: "How often do you pause when you say **hippopotamus**?" (four times)

Dictionary Respellings. After leading the class through this activity, you may want to lead them to a better understanding of dictionary respellings. To do so, direct pupils to the Sound/Spelling Key on page 135. Write the symbol /ē/ on the chalkboard and ask them to find this symbol in the key. Have them pronounce each word that appears after the symbol. Ask: "Which sound do you hear in each word?" Then ask: "Is the sound spelled the

Answers:

belong

1. two
two
yes
2. five

/mēt/

1. two
2. Sentences will vary.

same way in each word? How many ways do you see it spelled?" This should lead pupils to the conclusion that the same sound can be spelled several different ways in our language.

Then have pupils find the symbols /i/ and /ī/ in the key. Write **sit** and **time** on the chalkboard. Ask: "Do you see the same letter in each word? Is that letter pronounced the same way in each word?" This should lead pupils to understand that the same letter, **i**, can represent several sounds.

Explain that the Sound/Spelling Key is a code made up of letters and marks. The dictionary respells every word with these letters and marks to show how each word is pronounced.

Meanings. Call pupils' attention to the entry for **belong**. Help them see that the entry shows two meanings for **belong**.

After pupils have completed item 2, have them compare their sentences. See if each sentence illustrates a different meaning.

Answers:

1. T
2. F
3. F
4. F
5. T

1. /joi/
2. /kou/
3. /fēt/
4. /wā/
5. /stär/

CHECK THE MEANING

Find the words in heavy type in your spelling dictionary. On your paper, write **T** if the word is used correctly. Write **F** if it is not used correctly.



Example: My hamster's **fir** keeps him warm. **F**

1. No one **heard** me crying.
2. Your goldfish is a **mail**.
3. Maria's horse won't eat **meet**.
4. I have a blister on my **heal**.
5. The **herd** of zebras stopped suddenly.

WRITE THE SOUND

Using the sound/spelling key, choose the correct dictionary respelling for the words in heavy type below. Write each respelling.

1.	joy	/joi/	/joy/	/joe/
2.	cow	/kou/	/cou/	/kow/
3.	feet	/fēt/	/fēt/	/feat/
4.	weigh	/wā/	/way/	/wai/
5.	star	/stär/	/stör/	/stare/

Check your choices in your spelling dictionary.

52

C

Check the Meaning. It would be helpful to define homonyms again as words that sound alike but are spelled differently and have different meanings. Warn pupils that in writing, we have to be careful to choose the spell-

ing that has the meaning we wish to convey.

Point out that a homonym's spelling can be checked with its dictionary meaning. Ask: "What two spellings are both pronounced /fēr/? Which one belongs in the example?" Ask similar questions for each sentence.

If pupils are uncertain, explain that if the meaning given in the dictionary and the meaning illustrated by the

sentence in the activity do not match, the word has not been used correctly.

Write the Sound. After reading the directions, tell pupils that the correct dictionary respelling for each word is the respelling that uses the letters and marks shown in the Sound/Spelling Key. For example, the correct respelling of **joy** is the one that represents the word's vowel sound the way the key does.

WRITE THE SYLLABLES

Say each word below. How many vowel sounds do you hear? Find each word in your spelling dictionary and write it in syllables. Put a dot between the syllables. Then write the number of syllables each word has.



Example: belong *be·long* 2

- | | |
|-------------|-----------|
| 1. skipping | 3. winter |
| 2. zebra | 4. sister |

MANY MEANINGS

Read each sentence below and look up each word in heavy type in your spelling dictionary. Write numeral 1 if the first definition in the entry is used in the sentence. Write numeral 2 if the second definition in the entry is used.

1. José watched the cat **steal** away.
2. The monkey's tail was like a **coil**.
3. Melanie thought dolls were a **drag**.
4. Holden's mother gave him some **static** when he wouldn't clean up.

53

D

Write the Syllables. This activity involves two steps. Pupils must be able to (1) find the words in the dictionary and (2) understand that the dot in the entry word is the syllable divider.

Point out to pupils that knowing how to divide words into syllables is helpful in spelling. If a pupil can pro-

nounce each syllable in the word, he usually will be able to hear the vowel sound of each syllable.

Note: All the units after Unit 21 assume some knowledge of syllabication. Pupils may find syllabication easier to understand when they come to these units and can see syllabication actually being used.

Many Meanings. This activity helps pupils understand that a word can

Answers:

- | | |
|--------------|---|
| 2 | |
| 1. skip·ping | 2 |
| 2. ze·bra | 2 |
| 3. win·ter | 2 |
| 4. sis·ter | 2 |
| <hr/> | |
| 1. 2 | |
| 2. 2 | |
| 3. 2 | |
| 4. 2 | |

have more than one meaning and that the dictionary describes all those meanings.

Call attention to the fact that **drag** and **static** are used as slang expressions in sentences 3 and 4.

Supplementary Activity

Word Meanings. Pupils may be interested to know that many standard English words can be used as slang expressions: **cat, bean, cool, boy, sharp, groove.** This could lead to a discussion of the flexibility and creativity of our language.

Answers:

road, snow, boat, rose, nose

Emphasis—The /ō/ sound at the end of a word spelled **ow**; the /ō/ sound in the middle of a word spelled **oa** or **o-C-e**.

Additional Resources—Use Enrichment Activity 11: On the Road.

A

Big Picture. After reading the directions, let pupils guess the identity of the hidden items until they arrive at correct responses.

After pupils have completed the activity, have them pronounce all six pictured words, including **goat**. Ask: “What sound do you hear in all six words?” (the /ō/ sound) “What two letters do you see at the end of the word **snow**?” (**ow**) “Is the /ō/ sound at the beginning, middle, or end of **snow**?” (end) “In the other five words, is the /ō/ sound at the beginning, middle, or end?” (middle) “What two letters do you see in the middle of **goat**, **boat**, and **road**?” (**oa**) “How are **nose** and **rose** alike in spelling?” (They both contain the letters **ose**.)

Have pupils draw their own big pictures. When they have finished, you

might want them to exchange papers and look for the pictures of /ō/ words.

Supplementary Activity

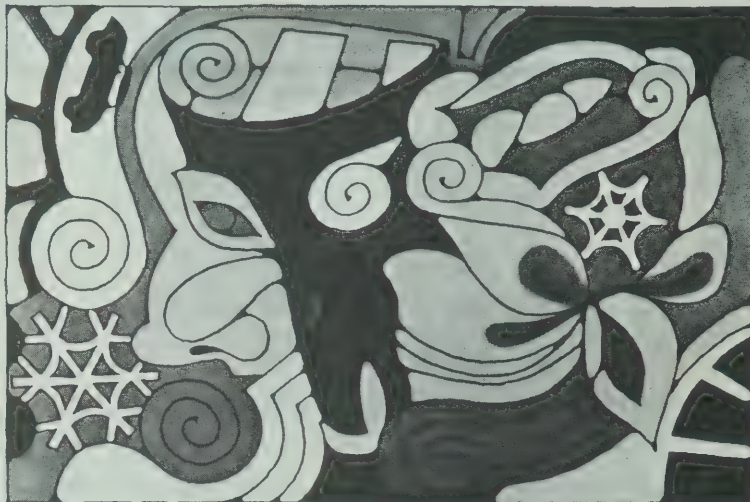
List Words. To help pupils discover that all the list words have the same vowel sound, have them pronounce all the list words. Tell them that the sound they hear in all the words is called the /ō/ sound.

To make them aware of the three spelling patterns, ask them which words are like **snow** in spelling and which are like **goat** in spelling. For the last grouping of list words, ask them what two letters they see in all those words. (**o** and **e**)

14

BIG PICTURE

<u>low</u>	row	crow	low	snow	flow	bow	tow
<u>boat</u>	goat	boat	load	road	coal	goal	float
<u>nose</u>	rose	nose	vote	broke	drove	note	hope



How many list words can you find pictured?
Write them on your paper.

Example: goat

Draw your own big picture. Show pictures of list words or other words that have the /ō/ sound spelled **ow**, **oa**, and **o-C-e**. Write the words that are in your picture.

B

Crossword Puzzle. If possible, duplicate the puzzle for distribution to the class. You might work with the class to find the first word across (**coal**) and the first word down (**crow**).

Be a Writer. This activity encourages the use of list words in composition. To help pupils use other list words in addition to **goat** and **boat**, ask: “Who might go with the goat in his boat?” (a **crow**) “What sort of load might they take in their boat?” (a load of **coal**) Some pupils might like to write on a different theme, for example, finding a **crow** in the **road**. The

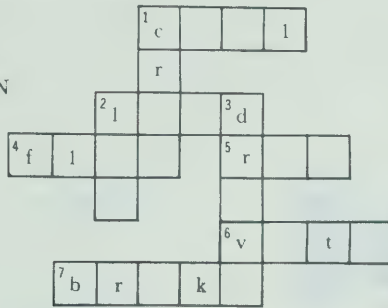
CROSSWORD PUZZLE

Copy the numerals below.

Write in the list words that will complete the crossword puzzle.

ACROSS

- 1.
- 2.
- 4.
- 5.
- 6.
- 7.



BE A WRITER

How many list words can you use to write a story about a goat who took a trip in a boat? At the end, write the number of list words you used.



low

The /ō/ sound at the end of a word is usually spelled **ow**.

boat

The /ō/ sound in the middle of a word can be spelled **oa**.

nose

The /ō/ sound in the middle of a word can be spelled **o-C-e**.

Write these words: **bow**, **tow**, **goal**, **float**, **note**, and **hope**. Circle the letters that spell the /ō/ sound in the first four words. Circle the letters that spell the V-C-e pattern in the last two words.

heard learn earth early world

55

Answers:

ACROSS

1. coal
2. load
4. flow
5. row
6. vote
7. broke

DOWN

1. crow
2. low
3. drove

Answers will vary.

sound similarities in the list words might suggest a poem to them.

Encourage pupils to draw pictures for their stories. After they have completed the activity, give them time to check their work for misspelled words and to exchange papers. You might have some pupils read their stories aloud to the class.

Formulas. These three formulas describe three ways of spelling the /ō/ sound. As you read each one, have pupils explain how the key word illustrates the formula and ask them to suggest other list words for each formula.

Make sure everyone understands that the capital letter C in o-C-e stands

for the word "consonant." To help pupils understand the third formula, draw a chart like the one below on the chalkboard.

	o	C	e
n	o	s	e

Have them suggest other examples to write in the chart.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. All of these words contain an unexpected spelling of the /ër/ sound. Unit 8 showed that /ër/ is usually spelled **er**, **ir**, or **or**. (Note

that **heard** is the homonym of **herd**.)

1. On the board, write the words in a column. Ask pupils to pronounce the words. Lead them to see that the /ër/ sound is represented by **ear** in **heard**, **learn**, **earth**, and **early** and by **or** in **world**. Underline the key grapheme in each word on the board.

2. On the board, write the items below, leaving blanks for the letters in parentheses.

- a. h (ear) d
- b. l (ear) n
- c. (ear) th
- d. (ear) ly
- e. w (or) ld

For each incomplete item, pronounce the complete word, use it in a sentence, and ask pupils to write the complete word without looking at their books.

3. Challenge pupils to use all the irregulars in one or two written sentences.

WRITE AND REVIEW

Study the connective. Then copy the word.



crow

rose

grow

goat

broke

boat

56

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **crow**, **rose**, **broke**, **boat**, and **goat**
2. the /ō/ sound spelled by **ow**, **oa**, and **o-C-e**
3. the six basic connectives
4. the basic handwriting skill of slant

Have pupils turn to pages 4 and 5. Remind pupils that these pages should be used as a guide whenever they are unsure of the formation of a letter, numeral, or connective. Say the name of each of the connectives at the bottom of page 5. Then have pupils turn back to page 56.

Review each of the connectives on page 56. Begin with the illustration of the umbrella and the word **crow**. Point out that the handle of the umbrella has the same shape as the undercurve in the word **crow**. Review the other connectives on the page by continuing to compare the coloured part of

each illustration with the connective in the word on the right.

Before pupils copy the words on their practice papers, write the word **crow** on the chalkboard. With different coloured chalk, draw a dashed, slanted line in front of each letter. Point out how each letter slants to the right like the dashed, slanted lines. Tell pupils that as they copy a word, they should write its letters on a slant.

After pupils have written the words, ask what vowel sound is heard in each of the words. (/ō/ sound) Ask how the vowel sound is spelled. Remind pupils that the /ō/ sound can be spelled by **ow**, **oa**, and **o-C-e**.

D

Unit Quiz

The quiz on Unit 14 list words is on page 7T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers indicates that the pupil should do the Look Again activities on the fourth page. Seventeen or more correct answers indicates that the pupil should do the Look Ahead activity.

Note: The /ō/ sound may be especially difficult for some pupils to produce. Refer to page 4T for techniques to help those pupils.

LOOK AGAIN

PIN DOWN THE SOUND

Where is the /ō/ sound in each word below? Write **B** if it is at the beginning, **M** if it is in the middle, or **E** if it is at the end.

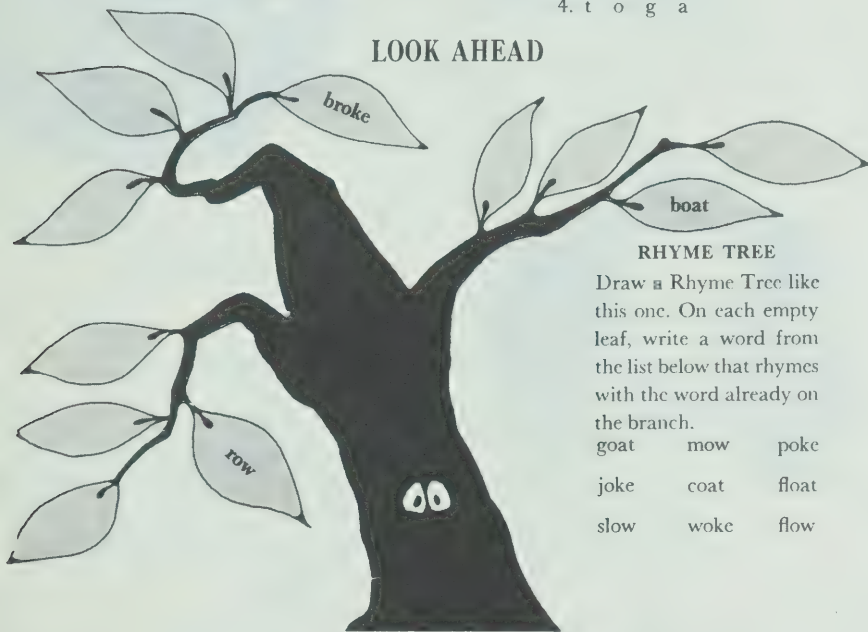
- | | |
|---------|---------|
| 1. crow | 4. load |
| 2. snow | 5. coal |
| 3. flow | 6. boat |

SCRAMBLE THE LETTERS

Scramble the letters in each word below to make a list word.

- v e t o
- o w l
- r o v e d
- t o g a

LOOK AHEAD



RHYME TREE

Draw a Rhyme Tree like this one. On each empty leaf, write a word from the list below that rhymes with the word already on the branch.

- | | | |
|------|------|-------|
| goat | mow | poke |
| joke | coat | float |
| slow | woke | flow |

Answers:

LOOK AGAIN

- E
- E
- E
- M
- M
- M

- vote
- low
- drove
- goat

LOOK AHEAD

boat	row	broke
goat	slow	joke
coat	mow	woke
float	flow	poke

LOOK AHEAD

Rhyme Tree. Allow pupils to draw the rhyme tree on the chalkboard. Then they can work together putting the words on the tree.

E

LOOK AGAIN

Pin Down the Sound. This activity checks auditory discrimination of the /ō/ position. Note that only *oa* and *ow* words are used.

Have pupils number their papers from 1 to 6. After reading the directions, read each numbered word twice, pausing for pupils to write the appropriate letter.

After completing the activity, check pupils' responses and ask: "What is the same about the spelling of the words that have the /ō/ sound at the end?"

(They all end in *ow*.) "What is the same about the spelling of the words that have the /ō/ sound in the middle?" (They all have *oa* in the middle.)

If necessary, return to page 55 and review the first two formulas.

Scramble the Letters. Explain to pupils that the letters in each numbered word may be rearranged to produce a list word. Work with pupils to find the answer to item 1. Then have them work independently to find the other answers.

After pupils have found the four list words, discuss with them the meanings of the four numbered words, particularly *veto*, *roved*, and *toga*.

Supplementary Activities

List Words. Have pupils make up their own crosswords, using as many list words as they can.

Practice with Third Formula (Nonlist Words). Write the word pairs below on the chalkboard. Have pupils pronounce the two words in each pair and ask how the words in each pair are different in sound and spelling. Lead them to see that the final *e* influences the vowel sound.

- | | |
|-------------|---------------|
| 1. robe—rob | 3. mope—mop |
| 2. rode—rod | 4. slope—slop |

Answers:

1. hole
2. coast, grow, coat

15

WORDS AND PICTURES

On your paper, complete the sentences with list words.

blow know show grow blow throw glow
 soap coat loan coast soap throat boast toast
 home hole whole home rode spoke cone bone

1. Marty the Mole makes his

home

in a _____.



2. Since it's cold on the _____,

he must _____ a winter _____.



Write all the words you can think of that rhyme with list words.

58

Emphasis—The /ō/ sound at the end of a word spelled **ow**; the /ō/ sound in the middle of a word spelled **oa** or **o-C-e**.

Additional Resources—Use Enrichment Activity 12: Marty the Mole.

A

Words and Pictures. Call pupils' attention to the pictures and list words. Tell them that the pictures will help them figure out which list words to write in the sentence blanks.

To provide more clues for sentence 1, ask: "Where is Marty the Mole's home?" For sentence 2, ask: "What is Marty standing near? What list words would make sense in the last two blanks?" When they have completed the activity, have them read aloud each completed sentence.

If pupils have studied Unit 14, they will probably recognize the spelling

patterns which these words illustrate. Ask how the /ō/ sound is spelled in each word, including **home**.

Read the directions for the last activity to pupils. When you are sure they understand what they are to do, have them work independently.

Supplementary Activities

List Words. On the chalkboard, write the three groups of Unit 14 list words shown below. Assign one pupil to the chalkboard. Ask the rest of the class to tell him where each Unit 15 list word belongs. Have the pupil at the board write the Unit 15 list words where the rest of the class tells him they belong.

1.	2.	3.
low	boat	nose
slow	goat	drove

Homonyms. On the board, write the homonym pairs below.

1. loan—lone 3. rode—road
2. hole—whole 4. know—no

To show pupils that the paired words are sound-alikes, have them pronounce both words in each pair. Beside the pairs on the chalkboard, write a context sentence for each word, leaving a blank for the homonym. Ask pupils to choose the correct spelling for each blank.

ADDING MACHINE

Put these root words into the machine.
The machine will add the letter **n** to each word. Write the words as they come out.

Example: show + n = *shown*

- | | |
|----------|---------|
| 1. grow | 3. know |
| 2. throw | 4. blow |



UNSCRAMBLE THE LETTERS

Unscramble the letters to make list words.

- | | |
|--------------|----------------|
| 1. o a s p | 4. o l a n |
| 2. o d r e | 5. h r o a t t |
| 3. l h o e w | 6. p k s o e |

blow The /ō/ sound at the end of a word is usually spelled **ow**.

soap The /ō/ sound in the middle of a word can be spelled **oa**.

home The /ō/ sound in the middle of a word can be spelled **o-C-e**.

Write these words: **glow**, **boast**, **toast**, **cone**, and **bone**. Circle the letters that spell the /ō/ sound in the first three words. Circle the letters that spell the V-C-e pattern in the last two words.

● head bread guess ready weather ●

59

B

Adding Machine. Explain that the adding machine adds the letter **n** to every root word. Have pupils pronounce each numbered word before they do the activity.

After pupils have written the answers, have them pronounce each one. Point out that each answer has the same vowel sound that its root has and ask how this vowel sound is spelled in all the words.

Unscramble the Letters. Have pupils work together or independently to find the answers. After they have finished, ask them to pronounce each list word.

On the chalkboard, write **road** and **rose**. Ask pupils to tell you how the /ō/ sound is spelled in **road** and **rose**. Then have them tell you which of the six answers are like **road** and which are like **rose** in the spelling of the vowel sound. Write the answers in the appropriate column on the board.

Formulas. These three formulas are identical to the Unit 14 formulas. As you read each formula aloud, ask pupils to suggest Unit 14 and Unit 15 list words that follow that formula. Call pupils' attention to the location of the long vowel sound in each word. Make sure everyone understands that the capital letter **C** in **o-C-e** stands for the word "consonant."

The next activity will reinforce pu-

Answers:

- grown
- thrown
- known
- blown

- soap
- rode
- whole
- loan
- throat
- spoke

pils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. These words are confusing because they contain unexpected spellings of the /e/ sound. (Units 9 and 10 taught that the letters **ea** are likely to stand for the /ē/ sound rather than the /e/ sound.)

1. Write the irregulars on the board and pronounce them. Lead the class to see that the /e/ sound is represented by the **ea** in **head**, **bread**, **weather**, and **ready** and by the **ue** in **guess**. Underline the key grapheme in each word on the board. Call attention to the double **s** in **guess**.

2. Challenge pupils to use all the irregulars in one or two written sentences.

3. Invite a pupil to write on the board the first letter of a mystery irregular he or she chooses. Challenge the rest of the class to guess the word and to spell that word orally. Select a pupil to write the rest of the word. Repeat this with other pupils.

Answers:

know, blow

throat
hole

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **know**, **blow**, **coat**, **throat**, and **hole**
2. the /ō/ sound spelled by **ow**, **oa**, **o-C-e**
3. the formation and similarity of small letters **l**, **b**, and **k**
4. pupils' understanding of rhyming words
5. the basic handwriting skills of size and shape

Call pupils' attention to the illustration and rhyme at the top of the page. Ask pupils to read the rhyme. Ask if the same sounds are heard at the end of both **toad** and **road**. (Both words end with the /ō/ sound and the consonant sound /d/.) Ask pupils what words are called when they end with the same sounds. (rhyming words) Ask for other words that rhyme.

Read the directions for the first exercise on the page. Be sure pupils recognize what the rhyming list words are before they write them on their practice papers. Tell pupils to carefully form the words **blow** and **know** and to make each letter the correct size and shape.

Before pupils practise **l**, **b**, and **k**,



Away on a toad
She gaily rode.

Write list words that rhyme with **show**, **grow**, and **throw**.
On your paper, practice the letters. How are they alike?

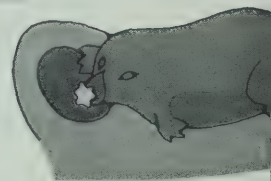
l *b* *k*

On your paper, write the rhyming list word.

*He pulled his coat
Up around his .*

*The little mole
Crawled in a .*

Make up your own two-line rhyme.



ask how the letters are alike. (Point out the initial loop stroke in **l**, **b**, and **k**.) Remind pupils that **f** is also formed with the same initial loop. Write **b**, **l**, **h**, **k**, and **f** on the chalkboard. Point out that these letters are also the same height as capital letters.

Read the directions for the third exercise. Tell pupils to write carefully each rhyming list word. Explain that when they have finished they should go on to the final exercise. Allow pupils to write their rhymes with list and nonlist words.

Ask what vowel sound is heard in **blow**, **know**, **throat**, and **hole**. (/ō/ sound) Ask how the vowel sound is spelled in each word. Remind pupils that the /ō/ sound can be spelled by **ow**, **oa**, and **o-C-e**.

Unit Quiz

The quiz for Unit 15 list words is on page 7T. Have each pupil mark his or her Spelling Progress Chart.


Fewer than sixteen correct answers indicates that the pupil should do the Look Again activities on the fourth page of the unit. Sixteen or more correct answers indicates that the pupil should do the Look Ahead activities on the fourth page.

Note: The /ō/ sound may be especially difficult for some pupils to produce. Refer to page 4T for techniques to help those pupils.

LOOK AGAIN

TREASURE HUNT

To reach the treasure, put your finger on **START**. When your teacher says a word, move your finger to the box that tells how the /ō/ sound in the word is spelled.

START		ow	ow	oa	oa
o-C-e	ow	oa			o-C-e
ow					o-C-e
o-C-e					oa
o-C-e	ow	oa	ow	o-C-e	ow

WRITE THE LETTERS

When your teacher says a word, write the letters that stand for the /ō/ sound in that word. Are they **ow**, **oa**, or **o-C-e**?

LOOK AHEAD

SEVERAL MEANINGS

Some words have more than one meaning. Find one list word for the two different meanings given below. Check your spelling dictionary to see if you have chosen the correct word.

1. a movie
to point out
2. land by the water
to skim along
3. part of a wheel
said

WORD PAIRS

The words in the word pair below differ from each other by only one sound.

nose rose

Make as many word pairs as you can, using list words from Units 14 and 15.



61

E

LOOK AGAIN

Write the Letters. After reading the instructions, read each word below slowly, pausing for pupils to write the appropriate symbols.

1. blow
2. soap
3. coat
4. home
5. show
6. spoke

After checking pupils' responses, you may want to dictate other list words from Unit 14 or 15 and have pupils write the symbols that stand for the /ō/ sound. Do not dictate homonyms.

Treasure Hunt. Read the following directions to pupils: "Put your finger on **Start**. When I say a word, move

your finger to the closest box that shows how that word's /ō/ sound is spelled. I might skip a box, so watch out. When you reach the treasure, raise your hand."

To provide you with enough materials to play the game more than once, a word is given for every box in the list below. The first time you use the game, read only the italicized words in the list. Stop at every starred box to see if everyone is with you. If you wish to use the game again, read a different set of boxes.

To avoid dictating homonyms, some Unit 14 words are included in the list below.

1. **ow** *blow*
2. **ow** *snow*
3. **oa** *soap*
- *4. **oa** *coat*

Answers:

LOOK AGAIN

1. **ow**
2. **oa**
3. **oa**
4. **o-C-e**
5. **ow**
6. **o-C-e**

LOOK AHEAD

1. show
2. coast
3. spoke

Answers will vary.

5. **o-C-e** *home*
6. **o-C-e** *nose*
7. **oa** *loan*
- *8. **ow** *show*
9. **o-C-e** *spoke*
10. **ow** *grow*
11. **oa** *coast*
12. **ow** *throw*
- *13. **o-C-e** *vote*
14. **o-C-e** *home*
15. **ow** *blow*
- *16. **o-C-e** *rose*
17. **ow** *show*
18. **oa** *throat*

LOOK AHEAD

Several Meanings. Before having pupils do this activity, tell them that many words have more than one meaning. To illustrate this idea, discuss such words as **play**, **run**, and **ruler** with them.

Then read the directions. To check their answers, pupils can use their Spelling Dictionaries. The answer words are dictionary entries.

Word Pairs. This activity has been used on page 39 (Unit 10) and page 47 (Unit 12), so pupils should be familiar with the directions. Before they begin the activity, make sure they understand that the words in each pair they make should differ by only one sound, not necessarily by one letter.

Answers:

2. boil
3. choice
4. point
5. toy
6. boy

Emphasis—The /oi/ sound in the middle of a word spelled **oi**; the /oi/ sound at the end of a word spelled **oy**.

Additional Resources—Use Enrichment Activity 13: Roy's Surprise.

A

Puzzle Pieces. Remind pupils that the shapes of the puzzle pieces offer clues to the answers. Call their attention to item 1, which is done as an example, and point out that **coin** comes from the first grouping of list words.

After pupils have completed the activity, have them pronounce all the puzzle words, including **coin**.

To prepare them for the unit formulas, write **toy** and **boy** on one part of the chalkboard and **boil**, **choice**, **point**, and **coin** on another part. Ask: "What sound do you hear in the middle of each puzzle word? What two letters are the same in **toy** and **boy**?" (Underline **oy** in **toy** and **boy**.) "What two letters are the same in **coin**, **boil**, **choice**, and **point**?" (Underline **oi** in these four words.)

Have pupils make their own puzzle pieces. When they are finished, you may want them to exchange their puzzles with each other.

Supplementary Activities

Word Meaning. To check pupils' understanding of what the puzzle words mean, write the sentences below

on the chalkboard, leaving blanks for the words in parentheses. Ask pupils to tell which puzzle word will fit in each sentence blank and assign a pupil to write the words in the blanks.

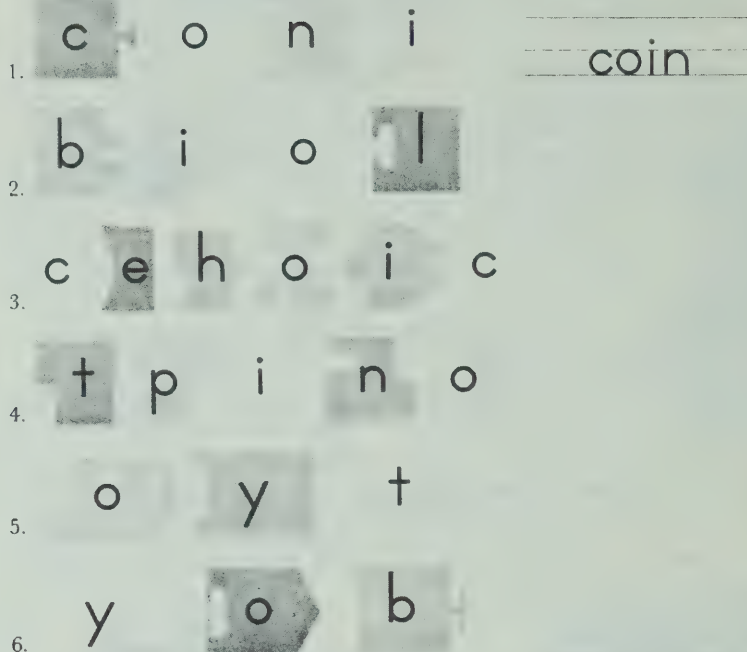
1. Joe found an old gold (coin) in the attic.
2. The girl tried to (boil) the eggs.
3. I had no (choice) but to go.
4. The pencil has a sharp (point).
5. Lucy gave Sam a new (toy).
6. Abner is the tallest (boy) in the class.

Auditory Discrimination. Pronounce the list words in random order and ask pupils to say whether the /oi/

PUZZLE PIECES

Put the puzzle pieces together to make list words.

boil	coil	soil	spoil	coin	join	joint	toil
	point	choice	voice	noise	boil	foil	
boy	coy	joy	toy	boy	enjoy	employ	



Draw and cut out your own puzzle pieces. Use list words or other words that have the /oi/ sound spelled **oi** and **oy**.

sound is in the middle or at the end of each word. As they respond to each word you say, write it on the board and underline the key grapheme. Emphasize the connection between the position of the sound in the word and the grapheme that represents that sound.

Word Meaning. On the board, write the words **joint**, **coil**, **spoil**, and **coy** and the sentences below. Ask pupils to say which word fits each sentence.

1. The sailors (coil) the rope.
2. Cream can (spoil).
3. Her knee (joint) aches.
4. The (coy) child smiled shyly.

ADDING MACHINE

Put these root words into the machine. The machine will add the letter **s** to each word. Write each word as it comes out.

Example: toy + s =

toys



1. coin
2. joy
3. voice
4. noise

UNSCRAMBLE THE LETTERS

Unscramble the letters to make list words.

Example: o y c

coy

- | | |
|------------|--------------|
| 1. y t o | 4. o i p l s |
| 2. s l o i | 5. o j i n t |
| 3. c i o l | 6. j n i o |

boil

The /oi/ sound in the middle of a word is usually spelled **oi**.

boy

The /oi/ sound at the end of a word is usually spelled **oy**.

Write these words: **toil**, **foil**, **enjoy**, and **employ**. Circle the letters that spell the /oi/ sound in each word.

before because began behind between

Answers:

1. coins
2. joys
3. voices
4. noises

1. toy
2. soil
3. coil
4. spoil
5. joint
6. joint

common words.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. Each of these irregulars begins with the unstressed syllable /bə/, which might be misspelled **bi** or **bu**. Some pupils might also misspell the second syllable of each word.

1. Ask pupils to pronounce the five words and to identify how they are alike. Emphasize that each word begins with the letters **be**.

2. Ask pupils how many syllables each word has and which syllable in each word is emphasized.

3. Write the five words on the board. Underline **ore** in **before**, **au** in **because**, **a** in **began**, **i** in **behind**, and **ee** in **between**. Explain that the underlined letters spell the vowel sound and ask pupils to pronounce each word again.

4. On the board, write the items below, leaving blanks for the letters in parentheses.

- a. b (e) f (ore)
- b. b (e) g (a) n
- c. b (e) c (au) se
- d. b (e) h (i) nd
- e. b (e) tw (ee) n

For each incomplete item, say the complete irregular twice and ask the class to say which letters will complete the word. Assign a pupil to write those letters in the blanks.

B

Adding Machine. After reading the directions, make sure that everyone understands what *root word* means. Explain that the example shows what happens to a root word when it goes through the adding machine. Pronounce both **toy** and **toys**. Then have pupils do the activity.

Unscramble the Letters. After reading the directions, call pupils' attention to the example. Remind them that they can look at the groupings of words on the opposite page as they

unscramble each line of letters. When they have finished, have them pronounce each list word they made.

Formulas. Explain that these formulas describe the two ways that the /oi/ sound can be spelled. As you read each formula, ask pupils to tell where the /oi/ sound is in the key word: the beginning, middle, or end. Ask them what examples of each formula they wrote as they did the activities for this page.

Note: If any of your pupils have names that do not follow the formulas (for example, **Boyd**, **Floyd**, or **Lloyd**), explain that proper names often vary from the spelling patterns seen in

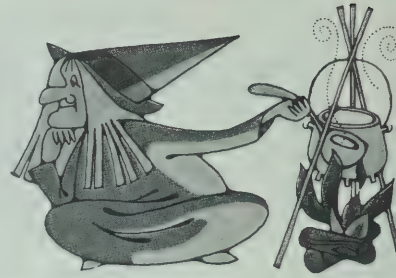
WRITE AND REVIEW

On your paper, practise the letters below.

G

B

S



Copy the poem.

*"Better let it boil,
Be sure it doesn't spoil,"
Said the witch so very fat,
Gazing at her lazy cat.*

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of list words **boil** and **spoil**
2. the /oi/ sound spelled **oy** and **oi**
3. the formation of capital letters **G**, **B**, and **S**
4. the Six Basic Handwriting Skills

Ask pupils what is happening in the illustration at the top of the page. Read the poem. Then allow pupils to take turns reading it aloud.

Point out that the lines of the poem begin with capital letters **B**, **S**, and **G**. Point to the area above the poem where each of the letters is shown. Remind pupils that each letter has a boat ending and that **B**, **S**, and **G** are the only capital letters whose boat endings always connect with letters

that follow them in a word. Tell pupils to look carefully at the way these letters connect with the letters that follow them in the words. Then review the formation of each letter and have pupils write the letters on their practice paper. Before pupils copy the poem, remind them to use the Six Basic Handwriting Skills: size, shape, slant, spacing, sitting on the base line, and style (neatness).

Write the words **boil** and **spoil** on the chalkboard. Ask what vowel sound is heard in each word. (/oi/ sound) Ask what letters spell the /oi/ sound. (oi) Have pupils look at the word lists on page 62 and find words that have a different spelling for the /oi/ sound.

D

Unit Quiz

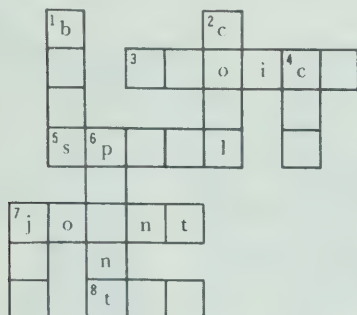
The quiz for this unit is on pages 7T and 8T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than fifteen correct answers indicates that the pupil should do the Look Again activities on the next page. Fifteen or more correct answers indicates that the pupil should do the Look Ahead activities.

LOOK AGAIN

CROSSWORD PUZZLE

Copy the numerals below. Write list words to complete the crossword puzzle.



DOWN ACROSS

- | | |
|----|----|
| 1. | 3. |
| 2. | 5. |
| 4. | 7. |
| 6. | 8. |
| 7. | |

LOOK AHEAD

BE A WRITER

Write a story about a boy who found a gold coin. At the end, write down the number of list words you used.

MATCHO

Read and then cover the first word in each line. Write the word in the line that is spelled just like the word you covered.

1. boil	biol	loib	(boil)
2. coin	coni	cion	coin
4. joint	joitn	jiont	joint



MEAN-ALIKES

Write the list word that means nearly the same as each word below.

- | | |
|-----------|--------------|
| 1. dirt | 3. wind up |
| 2. racket | 4. happiness |

Answers:

LOOK AGAIN

- | | |
|----------|-----------|
| DOWN | ACROSS |
| 1. boys | 3. choice |
| 2. coil | 5. spoil |
| 4. coy | 7. joint |
| 6. point | 8. toy |
| 7. joy | |

LOOK AHEAD

Answers will vary.

1. soil
2. noise
3. coil
4. joy

Mean-Alikes. Encourage pupils to work together on this activity. Let them use either their Spelling Dictionaries or classroom dictionaries.

Supplementary Activities

Mean-Alikes. Have pupils make up mean-alikes for other list words. Ask them to see if other pupils can guess the list word for each mean-alike.

Rhyming Words. Ask pupils to sort the list words into groups of rhyming words. You might have them work in pairs.

Practice with Formulas (List Words). Write on the chalkboard or duplicate for distribution the incomplete word pairs below. Ask pupils to guess what the mystery word pairs are.

1. b (oy)—b (oi) l
2. j (oy)—j (oi) n
3. c (oy)—c (oi) n

After they have completed the mystery word pairs, have them pronounce the words in each pair and look at the difference in the spelling of the vowel sound. Ask them how the words in each pair are alike and how they are different. Lead them to see how these words illustrate the formulas.

E

LOOK AGAIN

Crossword Puzzle. If possible, duplicate this crossword for distribution to the class. You might want to work with pupils to find one word down and one word across. Then let them work independently to complete the crossword.

Note: Tell pupils that item 1 down (boys) is the plural of a list word so that they won't hunt for a list word that ends in s.

Matcho. This activity checks visual discrimination. Ask pupils to say the first word and then to look for the

matching word. Those pupils who finish early might help you in checking the responses of other pupils.

LOOK AHEAD

Be a Writer. Pupils may prefer to write on a different theme. Let them do so as long as they use some list words in their stories. Some pupils might want to write a poem rather than a story. Encourage them to draw pictures for their compositions.

After they have completed their stories, give them time to exchange papers or to read their stories aloud to each other. Or, you might want to post them on the bulletin board.

Answers:

1. clown
2. mouth
3. round, sound
4. brown mouse
5. south
6. house

Emphasis—The /ou/ sound in the middle of a word spelled **ou**; the /ou/ sound at the end of a word spelled **ow**; the /ou/ + /n/ sound at the end of a word spelled **ow + n**.

Additional Resources—Use Enrichment Activities 14 and 15: Wow, What a Puzzle! and Confused Clarence.

A

Words and Pictures. Before having pupils do this activity, discuss the picture in detail with them. Call their attention to the clown's painted mouth, his drum, the brown mouse, and the compass. Tell the class that the six sentences describe the clown and that the picture will help them find the missing words.

To provide more clues, ask these questions (note that sentences 3 and 4 each require two answers):

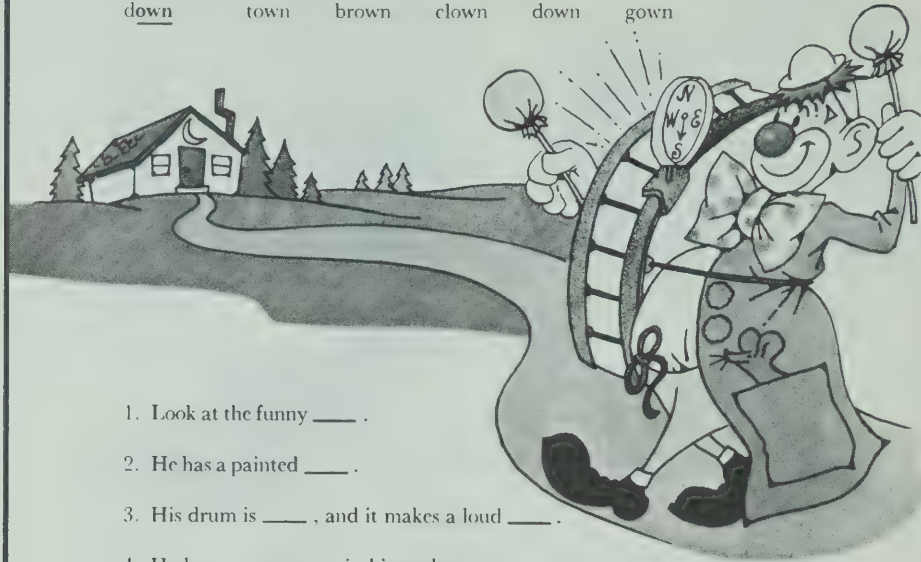
1. What list word names the man in the picture?
2. What part of his face is painted?
3. What shape is his drum? What do you hear when the clown hits his round drum?
4. What is in his pocket? What colour is the mouse?

17

WORDS AND PICTURES

On your paper, complete the sentences with list words.

<u>cloud</u>	found	round	sound	south	mouth		
	house	mouse	cloud	bound	loud	blouse	
<u>cow</u>	how	now	cow	plow			
<u>down</u>	town	brown	clown	down	gown		



1. Look at the funny ____.
2. He has a painted ____.
3. His drum is ____, and it makes a loud ____.
4. He has a ____ in his pocket.
5. The clown's compass is pointing ____.
6. The clown is going to his ____.

Use list words to write a story about the clown.

5. In what direction is the clown's compass pointing?
6. Where is the clown going?

After pupils have written all the missing words, have them read each completed sentence aloud.

Of the eight missing words, six are from the first grouping and two are from the third grouping. To make pupils aware of the sound and spelling patterns in these words, ask: "What vowel sound do you hear in each word you wrote? Is the /ou/ sound at the beginning, in the middle, or at the end of each word? What three letters do you see in both **clown** and **brown**?" (Underline the letters **own** in **brown** and **clown** on the board.) "What two letters do you see in the middle of the other six words?" (Underline the letters **ou** in those six words.)

Have pupils write their stories independently and then have them underline the list words. When they have finished, they might want to exchange their stories or read them to each other.

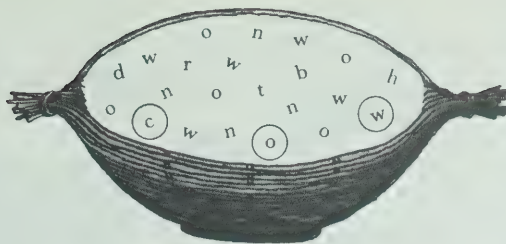
Supplementary Activities

List Words. To introduce the remaining list words to pupils, have them (1) pronounce each list word, (2) tell where the vowel sound is in each list word, (3) identify the letters that are the same in each grouping of list words. You might also want to have them discuss the meanings of the list words.

Rhyming Words. Ask pupils to say which list words rhyme with each other. On the board, write the groups of rhyming words they find.

LETTER BASKET

Use the letters in the basket to make list words.
Use each letter only once.



Example: *cow*

PIN DOWN THE SOUND

Where is the /ou/ sound in the words below?
Write **B** if it is at the beginning, **M** if it is in the middle, and **E** if it is at the end.

- | | |
|----------|--------|
| 1. cloud | 4. cow |
| 2. mouse | 5. how |
| 3. found | 6. now |

cloud

The /ou/ sound in the middle of a word is usually spelled **ou**.

cow

The /ou/ sound at the end of a word is usually spelled **ow**.

down

The /ou/ sound followed by /n/ sound at the end of a word is usually spelled **ow + n**.

Write these words: **bound**, **loud**, **blouse**, **plow**, and **gown**. Circle the letters that spell the /ou/ sound in the first four words. Circle the letters that spell the /oun/ sound in the last word.

brought ought bought caught taught

67

Answers:

now
how
town
brown
down

1. M
2. M
3. M
4. E
5. E
6. E

B

Letter Basket. If possible, duplicate this activity for distribution to pupils. Otherwise, copy the letter basket on the chalkboard. After reading the directions, show the class how the word **cow** was formed. As pupils find each of the other list words, write it on the board and cross out the letters used.

After the activity is completed, have pupils pronounce each word and identify the vowel sound they hear in all the words. Ask them what similarities and differences they see in the spellings of the six words.

Pin Down the Sound. To prepare pupils for this activity, pronounce some list words used in the preceding two activities and ask where the /ou/ sound is in each word: the beginning, middle, or end.

Then read the directions. Pronounce each numbered word twice, pausing for pupils to respond. Ask pupils what letters spell the /ou/ sound when it comes in the middle of a word (**ou**); at the end of a word (**ow**)

Formulas. As you read each formula, call pupils' attention to the key word. Ask them to (1) pronounce the key word, (2) identify the vowel sound position, and (3) identify the letters that stand for that vowel sound.

After reading the third formula, explain that only the letters **ow** stand for the /ou/ sound and the letter **n** stands for the /n/ sound.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. These irregulars share two sounds: /ô/ and /t/. In **ought**, **bought**, and **brought**, /ô/ is spelled **ough**; in **caught** and **taught**, /ô/ is spelled **augh**. Because /ô/ can be spelled in other ways, as in **long**, **bawl**, and **ball**, these irregulars could be misspelled. (Note: Unit 31 will show that /ô/ can be spelled **aw**, **a**, or **o**.)

1. Have pupils pronounce the words. Ask them what two sounds they hear in every word.

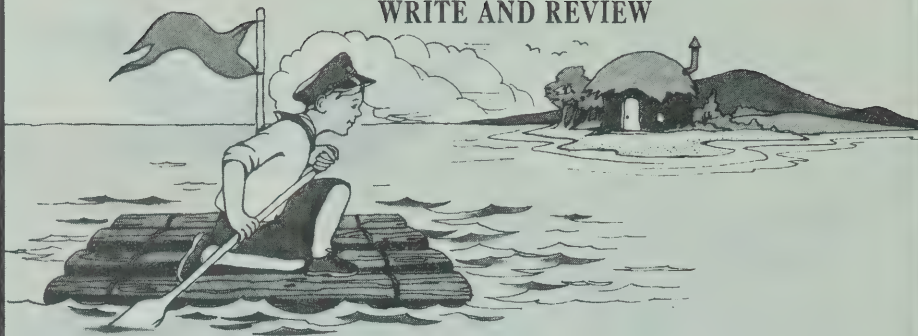
2. Write the words on the board and underline **ough** and **augh** in the words. Explain that in each word, a set of four letters stands for a single sound.

3. Write the items below on the board, leaving blanks for the letters in parentheses.

- | | |
|---------------|----------------|
| a. (ough) t | d. br (ough) t |
| b. c (augh) t | e. t (augh) t |
| c. b (ough) t | |

For each item, read the complete irregular, use it in a sentence, and ask pupils to write the complete word without looking at their books.

WRITE AND REVIEW



Copy the numbered words. Then write the first letter of each word to discover what Jack found.

One day Jack sailed
toward ⁽¹⁾Thunder ⁽²⁾Flower's
Island on his raft. He
sailed ⁽³⁾east and ⁽⁴⁾south. ⁽⁵⁾
Then he sailed ⁽⁶⁾up to a
small, ⁽⁷⁾round hut on the
Island's ⁽⁸⁾edge.

68

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of list words **south** and **round**
2. the /ou/ sound spelled by **ou**, **ow**, and the **ow + n** pattern
3. the formation of capital letters **T**, **F**, and **I**
4. the basic handwriting skills of size and shape

Read the story at the bottom of the page. Call attention to the illustration at the top of the page. To assure complete understanding of the story, have pupils find the raft in the illustration. Then ask pupils what Jack might be hoping to find on the island.

Ask pupils to name the island. Write **Thunder Flower's Island** on the chalkboard. Underline the letters **T**, **F**, and **I**. Review the formation of these letters.

Have several pupils go to the chalkboard and practise capitals **T**, **F**, and **I**. Then have all pupils write the letters on their papers. Remind pupils that the boat endings on **T**, **F**, and **I** do not connect with other letters that follow them in a word.

Write the words **south** and **round** on the chalkboard. Ask for the vowel sound in each word. Ask what letters spell the /ou/ sound in **now**. (**ow**) Underline the **ow**. Then ask pupils to give the final sound in **down**. (the /ou/ sound spelled by the **ow + n** pattern) Underline the **ow** and **n**. Emphasize that the /ou/ sound can be spelled by **ou**, **ow**, and by the **ow + n** pattern.

Read the directions in the middle

of the page. Remind pupils to copy carefully the numbered words and to pay close attention to the size and shape of the letters. Then see that pupils copy and join the first letter in each word. When they have finished, check to see that their letters spell the word **Treasure**.

D

Unit Quiz

The quiz for Unit 17 is on page 8T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than sixteen correct answers shows that the pupil needs to do the Look Again activities. Sixteen or more correct answers indicates that the pupil should do the Look Ahead activities.

LOOK AGAIN

BINGO

Listen carefully to the words your teacher says.

s	outh	ound	ow	our	ounds
m	ouse	outh	ound	ouths	ount
h	ow	ouse	our	ound	ouses
c	ouch	ows	ount	owboy	ow
cl	owns	oud	out	oudy	own

SHOW ME

Write **ou** on one card, **ow** on another.

ou	ow
----	----

Hold up the correct card for each list word your teacher says.

LOOK AHEAD

PAIRING OPPOSITES

Write a list word that means nearly the opposite of each word below.

- square
- north
- up
- lost
- country

PAIRING SAME MEANINGS

Write a list word that means nearly the same as each word below.

- circular
- discovered
- noise
- tan
- present
- comedian
- city

E

LOOK AGAIN

Bingo. If possible, duplicate this game on 8½ by 11 paper and distribute it to the pupils. Pupils will then be able to mark their answers rather than cover them.

Otherwise, provide each pupil with ten small markers to cover the boxes on the grid. Read the following directions: "This game is played like Bingo. Each word is made by combining the letters in the first box with the letters in any other box in that line. For example, if I said **sounds**, what box of letters would you cover?" (the last box) "As soon as you have a Bingo row, say, 'Bingo!'"

Read each line of words below twice, pausing long enough for each pupil to respond.

- south, sound
- mouse, mouth
- house, hound
- cows, count
- cloud, clown

Those pupils who cover the boxes correctly should say "Bingo!" simultaneously.

Repeat the game as often as desired, using different sets of words for each line.

Show Me. Provide pupils with two cards each and have them write the appropriate grapheme on each card. Tell them to hold up the **ou** card when they hear a word spelled with the letters **ou**, the **ow** card when they hear a word spelled with the letters **ow**.

Pronounce list words in random order. After saying each word, write that word on the board so that each

Answers:

LOOK AGAIN

sound
mouth
house
cows
cloud

LOOK AHEAD

- round
- south
- down
- found
- town

- round
- found
- sound
- brown
- now
- clown
- town

pupil can check his or her response. Continue dictating words until everyone is responding correctly.

LOOK AHEAD

Pairing Opposites. This activity, like the next one, increases understanding of word meanings. Let pupils work together to find the antonyms.

Pairing Same Meanings. Again, let pupils work together to find the synonyms for the words.

Supplementary Activity

Practice with Formulas (Nonlist Words). On one part of the board, make three columns, headed **cloud**, **cow**, and **down**. On another part of the board, write the following words:

- | | |
|-----------|----------|
| 1. count | 5. wow |
| 2. crown | 6. chow |
| 3. ground | 7. shout |
| 4. drown | 8. frown |

Assign one pupil to the board; ask the other pupils to tell him or her in which column each word should be written.

Answers:

moon, spoon, tooth,
wood, hook, foot

18

BIG PICTURE

<u>blew</u>	flew	blew	grew	threw	stew	brew	
<u>moon</u>	noon	moon	spoon	tooth	shoot	groom	
	stool	gloom					
<u>good</u>	wood	good	hook	shook	foot	soot	hood



How many list words can you find pictured above? Write them.

Draw your own big picture. Show pictures of list words or other words that rhyme with list words. Write the words that are in your picture.

70

A

Big Picture. Let pupils discuss the identity of the hidden objects until they arrive at correct responses. After they have written all the pictured list words, write all six words on the board.

Pointing to **spoon** and **tooth**, pronounce these words. Have pupils repeat them and ask them what sound they hear in each word: /ü/ or /û/. Pronounce **foot** and ask if it has the same vowel sound as **spoon** and **tooth**. (You will probably have to repeat the pairs **spoon—tooth** and **spoon—foot** several times before all pupils hear the distinction.) Have pupils notice the shape of their mouths when they pronounce **spoon** and **foot**.

After this discussion, pupils will probably be able to sort all the pictured words according to vowel sound. On the board, make two columns, headed **spoon** and **foot**. Underline **oo** in each heading. Pronounce each of the other pictured words and have pupils tell you where to write each

one. As you write each word in the appropriate column, underline the letters **oo**. To summarize, point out that **oo** may stand for the /ü/ sound or the /û/ sound.

Have pupils draw their own big pictures. When they have finished, you might want them to exchange papers and look for the pictures of rhyming words.

Supplementary Activities

List Words. To introduce the other list words, begin with the second grouping, pronouncing each word and having pupils repeat it. Ask whether these words have the /ü/ sound or the /û/ sound. Repeat this procedure with the third grouping. Summarize

by saying that all words in the second grouping have the /ü/ sound, while all words in the third grouping have the /û/ sound.

Then pronounce all the words in the first grouping and ask whether these words have the /ü/ sound (as in **spoon**) or the /û/ sound (as in **foot**). You might want to pronounce an **ew** word; then contrast it by pronouncing a word from the third grouping. Continue until everyone hears the distinction in vowel sound.

Word Meaning. With the class, discuss the meanings of any unfamiliar list words. You might ask such riddle questions as these: "What did the wind do last night?" (It **blew**.) "What do you call a man who is getting married?" (a **groom**)

UNSCRAMBLE THE LETTERS

Unscramble the letters to make list words.

Example: shoko *shook*

1. l e b w 4. t h w e r
2. o d w o 5. m o r o g
3. h o s t o

SOUND IN THE WORD

Make two columns on your paper. Label one column /ü/, and the other column /û/. When your teacher says a word, write it in the correct column.

/ü/	/û/
<i>threw</i>	<i>wood</i>



blew

The /ü/ sound at the end of a word is usually spelled **ew**.

moon

The /ü/ sound in the middle of a word is usually spelled **oo**.

good

The /û/ sound is usually spelled **oo**.

Write these words: **stew, brew, stool, gloom, soot, and hood**. Circle the letters that spell the /ü/ sound or the /û/ sound in each word.

• aunt having laugh family animal •

Answers:

- blew
- wood
- shoot
- threw
- groom

/ü/	/û/
flew	good
noon	foot
grew	hook
tooth	shook

illustrates its formula. Have pupils decide which words used on this page fit each formula. Pronounce the list words in random order and ask pupils which formula each word follows.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. The words **aunt** and **laugh** may be pronounced with the /a/ sound or the /ô/ sound, although the first pronunciation is more common. When pronounced with /a/, **aunt** might be confused with the homonym **ant**, and **laugh** might be misspelled "laf" or "laff." **Family** could be misspelled "famly" because it is often pronounced as a two-syllable word. **Having** follows the rule for dropping the final e when adding **ing**.

1. After pupils pronounce each word, discuss with them any variations in their pronunciation.

2. Write the items below on the board, leaving blanks for the letters in parentheses.

- (au) nt
- l (au) gh
- h (a) ving
- f (a) m (i) l (y)
- (a) n (i) m (a) l

Have pupils fill in the missing letters.

B

Unscramble the Letters. Briefly remind pupils how to do this activity and let them complete it independently. Afterward, write all six unscrambled words, including **shook**, on the board; have pupils pronounce the words and check their work.

Ask: "Which words have the /ü/ sound? How is the /ü/ sound spelled in those words? Which words have the /û/ sound? How is the /û/ sound spelled in each word?"

Sound in the Word. To prepare pupils for this activity, write /ü/ and /û/ on the board and explain that each symbol is a dictionary respelling of a sound. Tell them that the symbol

/ü/ stands for the /ü/ sound they hear in **threw** and **spoon**; the symbol /û/ for the /û/ sound they hear in **wood** and **look**.

Explain that Sound in the Word asks them to sort the words according to whether they have the /ü/ sound or the /û/ sound. Call their attention to the example.

Then pronounce each word below twice, pausing for pupils to find the word in the list word boxes and to write it in the correct column.

- | | |
|---------|----------|
| 1. flew | 5. grew |
| 2. good | 6. tooth |
| 3. foot | 7. hook |
| 4. noon | 8. shook |

Formulas. As you read each formula, explain how the key word il-

Answers:

hook, tooth, spoon
Sentences will vary.

WRITE AND REVIEW

On your paper, practise the letters below.

A

D

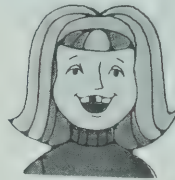
O

Use a list word.

Write your answer in a complete sentence.



*What does Alan
need for his
fishing pole?*



*What is Diane
missing?*



*What does Aunt
Olive need to
eat her soup?*

72

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **hook**, **spoon**, and **tooth**
2. the /û/ sound spelled by **oo**; the /ü/ sound spelled by **oo** and **ew**
3. the formation of capital letters **A**, **D**, and **O**
4. the basic handwriting skill of writing on the base line

Explain to pupils that the letter exercise at the top of the page will help them in writing answers to the questions below. Write capitals **A**, **D**, and **O** on the chalkboard. Review the formation of each letter. Have several pupils practise **A**, **D**, and **O** at the chalkboard. Then have all pupils

practise these letters on their papers.

Review with pupils the rule that a complete sentence must make sense, have a subject and an action word, begin with a capital letter, and end with a mark of punctuation. Read the directions for the second exercise. Tell pupils that they should answer each question with a list word in a complete sentence. Tell pupils to begin each sentence with the name of the person mentioned in the question. Remind pupils to write carefully each sentence and keep the words on the base line.

Write the words **hook**, **spoon**, and **tooth** on the chalkboard. Ask for the vowel sound in each word. (the /û/ sound in **hook**, the /ü/ sound in **spoon**, the /ü/ sound in **tooth**) Underline the letters that spell the vowel sound in each word. (Underline **oo** in each word.)

Have pupils turn to page 70. Ask them to find a word having a different spelling of the vowel sound in **spoon** and **tooth**. (Any **ew** word will do.) Conclude by reminding pupils that the /û/ sound can be spelled **oo** and that the /ü/ sound can be spelled **oo** and **ew**.

D

Unit Quiz

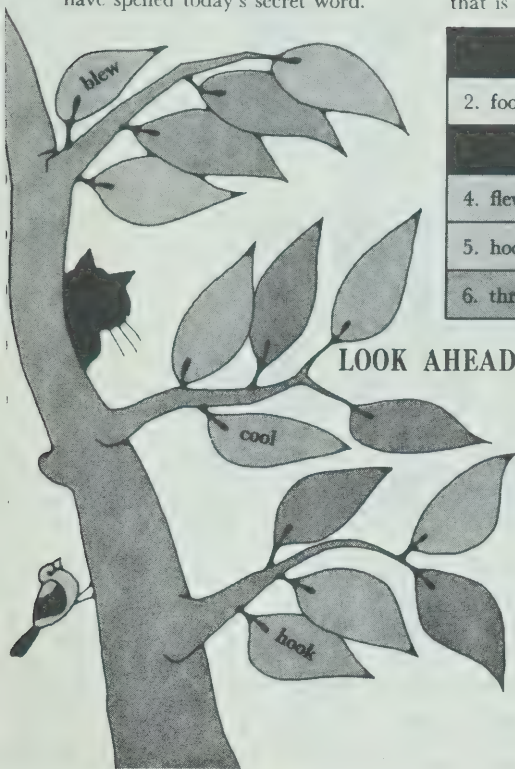
The quiz is on page 8T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers shows that the pupil should do the Look Again activities. Seventeen or more correct answers indicates that the pupil should do the Look Ahead activity.

LOOK AGAIN

SPELL-IT

Write only the first letter of each word your teacher says. See if you have spelled today's secret word.



LOOK AHEAD

MATCHO

Read and then cover the first word in each line. Write the word in the line that is just like the word you covered.

2. foot	foto	foot	toof
4. flew	felw	ftwe	flew
5. hook	hook	hoko	kooh
6. threw	thewr	trhew	threw

RHYME TREE

Draw a Rhyme Tree like this one. On each empty leaf, write a word from the list below that rhymes with the word already on the branch.

drew	stool	tool
look	stew	new
fool	cook	book
pool	dew	took

Answers:

LOOK AGAIN

blew

LOOK AHEAD

blew	cool	hook
drew	fool	look
stew	pool	cook
dew	stool	book
new	tool	took

E

LOOK AGAIN

Spell-It. After reading the directions, demonstrate how a magic word is made by (1) pronouncing **cow**, **apple**, and **top** and (2) writing the initial letters to form **cat**. Then read the following words slowly: **bell**, **lake**, **eat**, **wide**.

Matcho. If possible, provide each pupil with a strip of heavy paper to cover the first word on every line. After reading the directions, tell pupils to say the first word in each line before looking for the matching word. If pupils make errors, have them compare the letter sequence in the first word to that in their answers and then have them try to pronounce their answers.

LOOK AHEAD

Rhyme Tree. Tell pupils that they should work together on this activity. Rather than simply copying the rhyme tree on paper or the chalkboard, pupils might like to use construction paper of different colours to make the rhyme tree.

Supplementary Activities

Spell-It. This activity can be repeated to provide more experience with other list words by using these combinations:

- grow, run, elephant, win
(magic word = **grew**)
- fat, on, open, top
(magic word = **foot**)

Pupils themselves might want to think of words whose initial letters spell a list word. Invite them to dictate their

combinations while others spell the magic words.

Practice with Formulas (Nonlist Words). On the chalkboard, make two columns, headed **moon** and **good**; on another part of the board, write the following words:

- | | |
|---------|----------|
| 1. toot | 4. broom |
| 2. book | 5. pool |
| 3. fool | 6. took |

Ask pupils to tell in which column each nonlist word belongs and have a pupil write the words in the columns.

Homonyms. On the board, write the nonlist words below.

- | | |
|--------------------|-----------------|
| 1. blue (blew) | 3. flu (flew) |
| 2. through (threw) | 4. would (wood) |

Challenge pupils to find the sound-alike list word for each nonlist word. Write their answers on the board and discuss the meanings of the paired words.

Answers:

1. crew
2. drew
3. soon
4. smooth
5. crook
6. brook

Emphasis—The /ü/ sound at the end of a word spelled **ew**; the /ü/ sound in the middle of a word spelled **oo**; the /û/ sound spelled **oo**.

Additional Resources—Use Enrichment Activity 17: A Useful Room.

A

Puzzle Pieces. Remind pupils that the shapes of the puzzle pieces offer clues to the answers and that the answers are list words.

After pupils have written all the puzzle words, write the words on the board and have them pronounced. To make pupils aware of the sound-spelling relationships in the words, ask: "Which words have the /ü/ sound? How is the /ü/ sound spelled in each of those words? Which words have the /û/ sound? How is that sound spelled in those words?" Underline the key graphemes in the puzzle words written on the board.

Note: The word **room**, listed as being pronounced with the /ü/ sound, may be pronounced with the /û/ sound by some pupils. Either pronunciation is acceptable. If pupils say /rûm/, explain that **room** appears in the second grouping because many

people pronounce it /rûm/. Avoid using the word in activities where it must be pronounced /rüm/.

Have pupils make their own puzzle pieces. When they have finished, you may want them to exchange their puzzles with each other.

Supplementary Activities

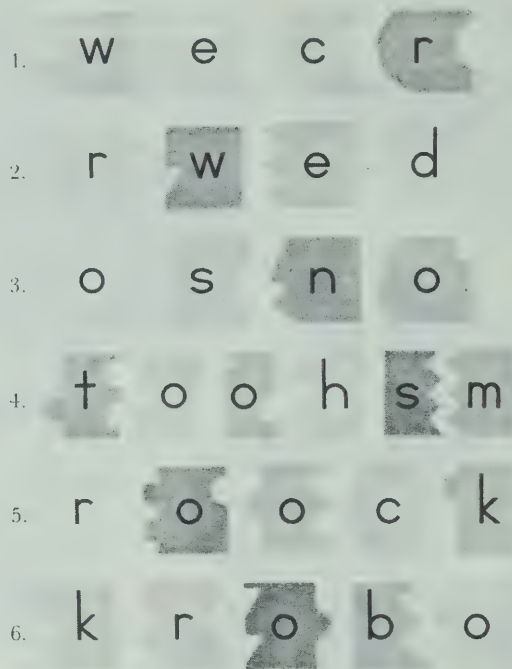
Rhyming Words. Ask pupils to find the groups of rhyming words in the word groupings.

Rhyming List Words from Unit 18. Ask pupils if they can remember Unit 18 list words that rhyme with Unit 19 list words. Or, ask pupils to find rhym-

PUZZLE PIECES

Put the puzzle pieces together to make list words.

drew	crew	chew	drew	screw	new	dew		
cool	tool	cool	room	bloom	food	soon	troop	smooth
	spool	school						
cook	crook	brook	cook	stood	look	nook		



Draw and cut out your own puzzle pieces. Use list words or other words that rhyme with list words.

ing Unit 19 list words for the Unit 18 list words below.

- | | |
|---------|---------|
| 1. blew | 3. hook |
| 2. noon | 4. good |

Word Meanings. To check word comprehension, pronounce each list word below, use it in a sentence, and ask pupils to make up another sentence using the same word.

- | | |
|-----------|------------|
| 1. crew | 8. new |
| 2. tool | 9. dew |
| 3. smooth | 10. spool |
| 4. troop | 11. school |
| 5. crook | 12. look |
| 6. brook | 13. nook |
| 7. screw | |

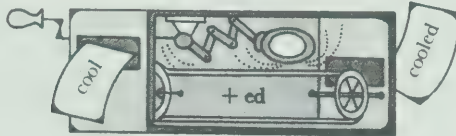
SOUND IN THE WORD

Write each word below on your paper.

- | | | |
|----------|----------|---|
| 1. tool | 3. stood | Pronounce each word. Circle the word that has a different sound for the letters oo . |
| 2. troop | 4. food | |

ADDING MACHINE

- Put these root words into the machine. The machine will add **ed** to each word. Write the words as they come out.
- | | | |
|---------|----------|----------|
| 1. cool | 3. room | 5. cook |
| 2. chew | 4. bloom | 6. crook |



drew

The /ū/ sound at the end of a word is usually spelled **ew**.

cool

The /ū/ sound in the middle of a word is usually spelled **oo**.

cook

The /û/ sound is usually spelled **oo**.

Write these words: **screw**, **new**, **dew**, **spool**, **school**, **look**, and **nook**. Circle the letters that spell the /ū/ or /û/ sound in each word.

- give since busy pretty city ●

75

B

Sound in the Word. After pupils have written the words, have each numbered word pronounced twice. Then have pupils write the one different word.

You may wish to repeat this activity with other **oo** list words from this unit and the previous one. Each time you use the activity, use three **oo** words with the /ū/ sound and one **oo** word with the /û/ sound.

Adding Machine. Before having pupils do this activity, make sure they understand what happens to every root word that goes through the add-

ing machine. Allow pupils to complete the activity independently. Afterward, have the answers written on the board and pronounced. Ask pupils to make up sentences for as many answers as they can.

Note that **crooked** may be a verb form or an adjective and that its pronunciation depends upon its grammatical function. When an adjective, **crooked** is a two-syllable word; when a past tense verb, **crooked** is a one-syllable word. Also, pupils may know the word **room** only as a noun, not as a verb. Suggest context sentences for the verb **room**.

Formulas. These three formulas are identical to those presented in Unit

Answers:

3. stood

1. cooled
2. chewed
3. roomed
4. bloomed
5. cooked
6. crooked

18. Review the formulas with their key words. For each formula, ask pupils how the key word illustrates the formula. Have pupils tell which words they have written for this page fit each formula.

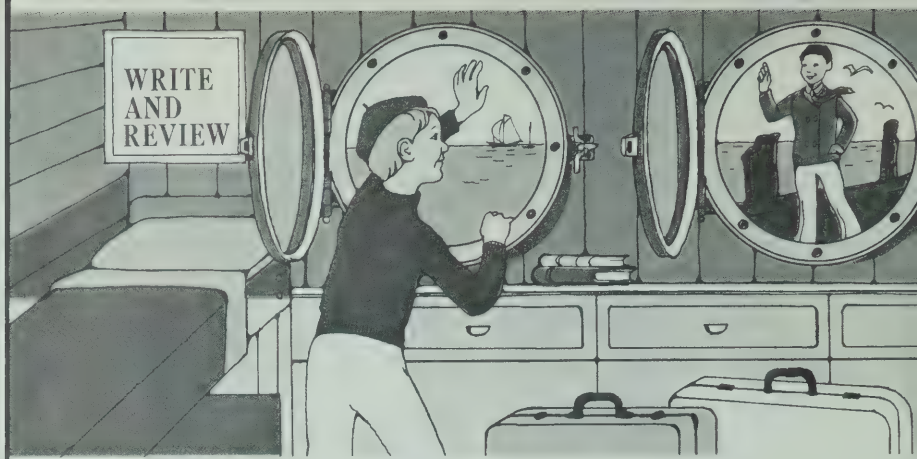
The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. These irregulars are /i/ words. But unlike most short vowel words, **give** and **since** end in **e**. **Busy** and **pretty** might be misspelled "bisy" and "pritty." Because the final **y** on **city**, **busy**, and **pretty** is often pronounced as /ē/, that **y** could be misspelled as **e**, **ee**, or **ea**.

1. Write the irregulars on the board and have pupils pronounce them. Ask pupils what one sound they hear in every word and how that sound is spelled in each word. Underline the key letter in each word. Call pupils' attention to the final **e** on **give** and **since**, the final **y** on **city**, **busy**, and **pretty**, and the double **t** in **pretty**.

2. Write the items below on the board and ask pupils to supply the missing letters.

- | | |
|----------------|------------------|
| a. g (i) v (e) | d. c (i) t (y) |
| b. sin (ce) | e. pr (e) tt (y) |
| c. b (u) s (y) | |



Pretend you are someone else. You are coming to this country. Copy the sentences below.

From my room, I saw our ship pull away. I would soon be in Canada. I hoped for a smooth trip.

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **room**, **smooth**, and **soon**
2. the /ü/ sound spelled by **oo**; the /ü/ sound spelled by **oo** and **ew**
3. the formation of small letters **r**, **s**, **i**, **u**, and **w**
4. the basic handwriting skill of spacing within and between words

Ask pupils what they see in the illustration at the top of the page. Then read the sentences at the bottom of the page. Tell pupils that they are to pretend that they are the person in the story. You might want to ask pupils where they are coming from and what they would like to do or see when they reach the United States.

Have several pupils go to the chalkboard and write the letters **r**, **s**, **i**, **u**, and **w**. Ask other pupils to write **room**, **smooth**, and **soon**. When these pupils have finished and returned to their desks:

1. Guide the class in evaluating the formation of the letters and the words.
2. Point out that **r**, **s**, **i**, **u**, and **w** begin with a stroke that curves up and that they are pointed at the top.
3. Guide pupils in writing each letter in the air.

Tell pupils to copy each sentence carefully and to remember to leave a space the width of small **o** between each of the words.

Point to the words **room**, **smooth**, and **soon** that are on the chalkboard. Ask pupils what vowel sound is heard in each word. (/ü/ sound) Underline the letters that spell the vowel sound. (The letters **oo** spell the /ü/ sound.) Then place the words **crew** and **stood** on the chalkboard. Ask for the vowel

sound in each word. (**Crew** contains the /ü/ sound; **stood** contains the /ü/ sound.) Ask what letters spell the vowel sounds. Remind pupils that the /ü/ sound can be spelled by **oo** and that the /ü/ sound can be spelled by **oo** and **ew**.

D

Unit Quiz

The quiz for this unit is on page 8T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers shows that the pupil should do the Look Again activities. Seventeen or more correct answers indicates that the pupil should do the Look Ahead activities.

LOOK AGAIN

RHyme PAIRS

Write as many list words as you can that rhyme with the words below.

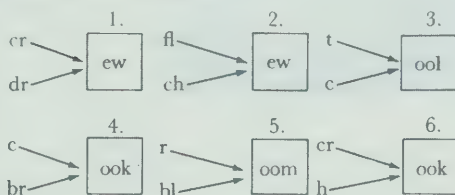
flew

fool

look

WORD FAMILIES

Make a word by attaching each letter or letter pair to the letters in the box.



LOOK AHEAD

SILLY SENTENCES

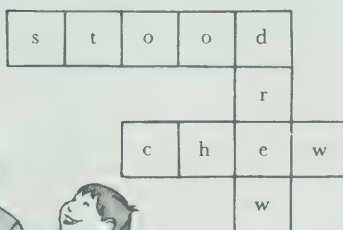
This sentence uses four list words:

In the **cool room**, the rose's **bloom** soon fell off.

How many list words can you use to write one good sentence?

MAKE A CROSSWORD

Continue this crossword, using as many list words as you can from Units 18 and 19.



Answers:

LOOK AGAIN

crew, drew, chew
tool, cool
crook, cook, brook

1. crew, drew
2. flew, chew
3. tool, cool
4. cook, brook
5. room, bloom
6. crook, hook

LOOK AHEAD

Answers will vary.

Answers will vary.

Supplementary Activities

Rhyme Tree. Have pupils add to the rhyme tree shown on page 73. Or have them make a new one, using list words from Units 18 and 19 and any nonlist words they know.

Show Me. Assign pupils a chalkboard area and have them write the graphemes **ew** and **oo**, leaving ample space to add other letters to these graphemes. For each list word you pronounce, pupils are to decide which grapheme spells the word's vowel sound. Then they are to add the necessary letters to the appropriate grapheme to spell the entire word. Inspect each completed word before pronouncing the next and be sure to say each word twice. Avoid dictating homonyms.

Show Me. Have pupils write **ew** on one card, **oo** on the other. On the chalkboard, write a list word with the vowel grapheme missing, for example, f (oo) d. Have pupils hold up the grapheme card that completes the word. Respond by writing the grapheme in the blank. Repeat the procedure with other list words.

E

LOOK AGAIN

Rhyme Pairs. Have pupils make three columns, each headed with one of the key words. Then read the directions. Tell them they can find rhyming words in both Units 18 and 19. After all have finished, have the rhyming words pronounced and written on the board.

You might extend this activity by asking for nonlist rhyming words. (few, pool, book, took)

Word Families. Read the directions and have pupils do the first word family together. Ask: "If you put **cr** with the letters in the box, what word would you have?" Write **crew** and repeat the question for **drew**. Tell pupils to write each pair of words they

make. Afterward, have the words pronounced.

LOOK AHEAD

Silly Sentences. You may wish to have pupils first make up one sentence together, then one or more sentences independently. Afterward, allow pupils to exchange their papers and discuss their sentences. They might like to make pictures to accompany their sentences.

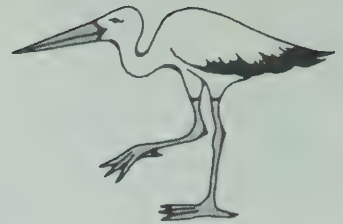
Make a Crossword. Tell pupils to copy the crossword, beginning in the middle of a large sheet of paper or on the chalkboard. Have them work together in one group or in several groups. If they work in small groups, they might like to compete to see which group can produce the largest crossword.

Answers:

porch, for, sport, torn, storm,
pork, stork, north, corn
the letters or
dark, part, chart,
cart, March, harm
the letters ar

20

REVIEW



FOLLOW THE FORMULAS

The word **short** follows a formula on page 27. Write the words that follow that formula.

starch	Turk	(short)	star
porch	for		
sport	torn	storm	
pork	stork		
north	cross	corn	

Write the letters that stand for the /ôr/ sound.

The word **car** follows a formula on page 27. Write the words that follow that formula.



fur	dark	(car)	chart
crate	cart	cat	quirk
cork	March	stork	harm

Write the letters that stand for the /är/ sound.

Emphasis—Review of Units 7 through 13.

Additional Resources—Use Enrichment Activity 18: Memory Check.

78

A

Review Units present three groupings of activities which both review spelling principles and extend an understanding of these principles to new words. For full comprehension, these review activities may be taught on alternate days—Monday, Wednesday, and Friday.

Follow the Formulas. This activity reviews Unit 7. The first section focuses on /ô/ spelled **or**, and the sec-

ond section focuses on /är/ spelled **ar**.

For each section, use the procedure outlined below.

1. With the class, reread the relevant formula on page 27.

2. Have pupils pronounce all the words in the box before writing the appropriate words. Of the nine correct answers for the first box, four are nonlist words: **porch**, **pork**, **storm**, and **stork**. Of the six correct answers for the second activity, three are

nonlist words: **chart**, **cart**, and **harm**.

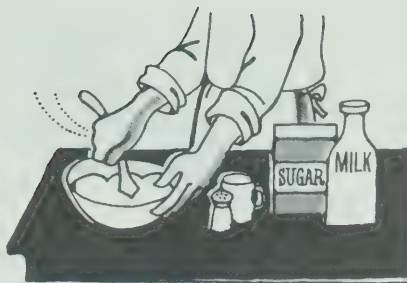
If any pupil writes a word that does not follow the formula, ask him or her to pronounce the word and to tell how its vowel sound is spelled.

3. Read the direction directly under the box; ask pupils to look at the words they have written in order to find the answer.

After completing the entire activity, you might ask pupils to suggest other words that are like **short** and **car**.

FIND THE WORDS

1. The words **sir** and **stir** are like some list words on page 30. Write two list words that have the /êr/ sound spelled as in **sir** and **stir**.



2. Write two list words from page 30 that have the /êr/ sound spelled as in **curb** and **curl**.

3. Write two list words from page 30 that have the /êr/ sound spelled as in **verb** and **jerk**.

CHOOSE AND FIND

Say the words below. Write each word that follows the formulas on page 39.

- | | |
|----------|----------|
| 1. herd | 6. meat |
| 2. meet | 7. met |
| 3. steal | 8. steel |
| 4. burn | 9. pet |
| 5. sweet | 10. east |

In your spelling dictionary, find the words you wrote. Write the correct dictionary page number next to each word.

Answers:

- Answers will vary.
 - Answers will vary.
 - Answers will vary.
-
- | | |
|----------|-----|
| 2. meet | 139 |
| 3. steal | 143 |
| 5. sweet | 144 |
| 6. meat | 139 |
| 8. steel | 143 |
| 10. east | 137 |

B

Find the Words. This activity reviews Unit 8, which introduces /êr/ spelled **ir**, **ur**, and **er**. After reading the directions for the first section, ask pupils to find two list words on page 30 that are just like **sir** and **stir** in their spelling of the /êr/ sound. If anyone writes an inappropriate word, have him pronounce the word, iden-

tify the vowel sound and spelling, and write a word that does follow the formula.

Follow the same procedure for the second and third sections of the activity.

Choose and Find. The first part of this activity reviews Units 9 and 10, which show the /ê/ sound spelled **ee** or **ea**.

With the class, reread the three formulas on page 39, Unit 10. Ask pupils

for an example of each formula to check their understanding. Then have them complete the activity.

The final direction in the activity checks pupils' skill in using alphabetical order to find words in the dictionary.

After pupils have completed the entire activity, you might want to have them identify the two homonym pairs found in the ten numbered words: **meet—meat** and **steel—steal**.

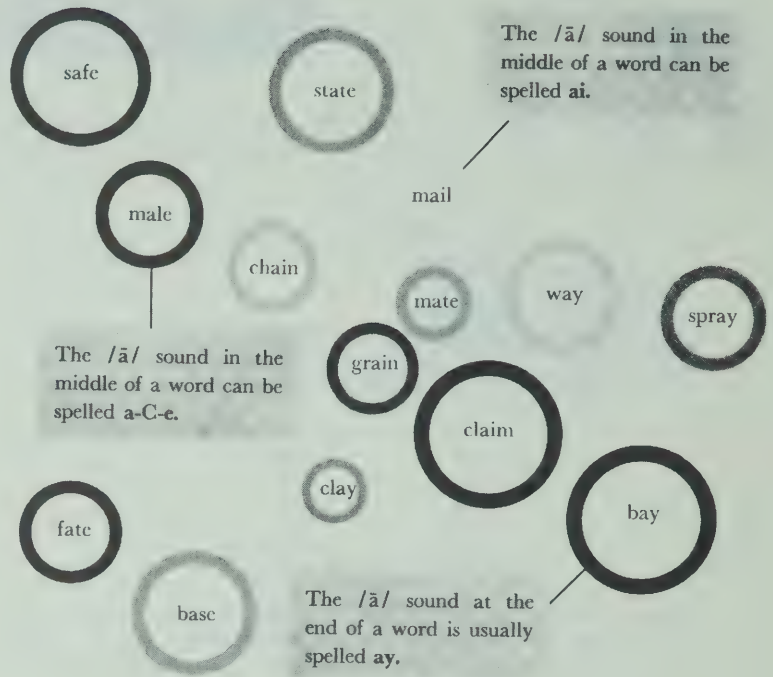
Answers:

a-C-e	ai	ay
safe	mail	way
state	chain	spray
male	grain	clay
mate	claim	bay
fate		
base		

FIND THE BALLOONS

Write a-C-e, ai, and ay as headings on your paper.

Say the word in each balloon. Find the formula that the word follows. Then write the word under the correct heading on your paper.



80

C

Find the Balloons. This activity reviews Units 11 and 12, which show the /ā/ sound spelled ay, ai, or a-C-e. The activity requires pupils to match words to the formulas they illustrate.

After reading the directions, call pupils' attention to the example by asking them which balloon has been tied to what formula.

After completing the activity, pupils might like to suggest other words that could be listed under each heading.

FOLLOW THE FORMULAS

The words **boil** and **boy** follow the formulas on page 63. Write the words that follow the two formulas on page 63.

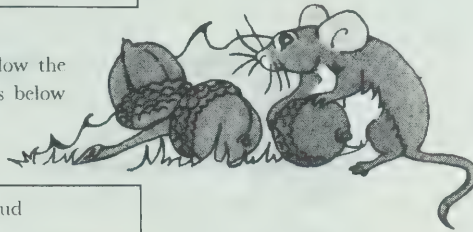


foil	(boil)	moist	
toss	first	hoist	
hail	Roy	bail	jail
mile	soy	ahoy	
toil	snail	poise	(boy)

Write the letters that stand for the /oi/ sound.

The words **cloud**, **cow**, and **down** follow the formula on page 67. Circle the words below that follow the same formulas.

(cloud)	frown	cloud	
know	brew	brow	
wow	mouse	own	
vow	chow	meow	
jaw	(down)	raw	sound



Write the letters that stand for the /ou/ sound.

Answers:

foil, moist, hoist, Roy,
soy, ahoy, toil, poise

the letters oi, oy

frown, cloud, brow, wow,
mouse, vow, chow, meow,
sound

the letters ou, ow

For each section, use the procedure outlined below.

1. With the class, reread the relevant formulas and list words.

2. Have pupils pronounce all the words in the box before they write the appropriate words. Discuss the meanings of any unfamiliar words. Of the eight correct answers for the first section, none are list words. Of the eight correct answers for the second section, only five are list words: foil, toil, cloud, mouse, and sound.

If any pupil writes a word that does not follow the formula, ask him or her to pronounce that word and tell how its vowel sound is spelled.

3. Read the directions beside the box; ask pupils to look at the words they have written in order to find the answers.

After completing the entire activity, you might ask pupils to suggest other words similar to the example words in both sections.

Emphasis—Review of Units 13 through 19.

A

This Review Unit presents three groupings of activities which both re-

view spelling principles and extend an understanding of these principles to new words.

Follow the Formulas. The first section of this activity reviews Unit 16, which shows /oi/ spelled oy or oi. The second section reviews Unit 17, which shows /ou/ spelled ou or ow.

Answers:

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

-
2. coil 136
 5. joy 139

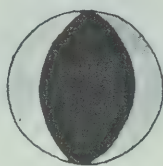
FIND THE WORDS

1. Write two words from Unit 18 that have the /ü/ sound spelled as in **drew** and **crew**.



2. Write two words from Unit 19 that have the /ü/ sound spelled as in **shoot** and **moon**.

3. Write two words from Unit 19 that have the /ü/ sound spelled as in **foot** and **wood**.



CHOOSE AND FIND



Say the words below. Write each word that follows the formulas on page 63.

- | | |
|----------|----------|
| 1. round | 4. cow |
| 2. coil | 5. joy |
| 3. loan | 6. found |

In your spelling dictionary, find the words you wrote. Then write the correct dictionary page number next to each word.



B

Find the Words. The three sections of this activity review Units 18 and 19, which show /ü/ spelled **oo** or **ew** and /ü/ spelled **oo**.

After reading the directions for the first section, ask pupils to find and write two list words similar to **drew** and **crew** in both vowel sound and spelling.

Follow the same procedure for the second and third sections of the activity.

Choose and Find. The first part of this activity reviews Unit 16, and the second step reviews Unit 13.

With the class, reread the formulas

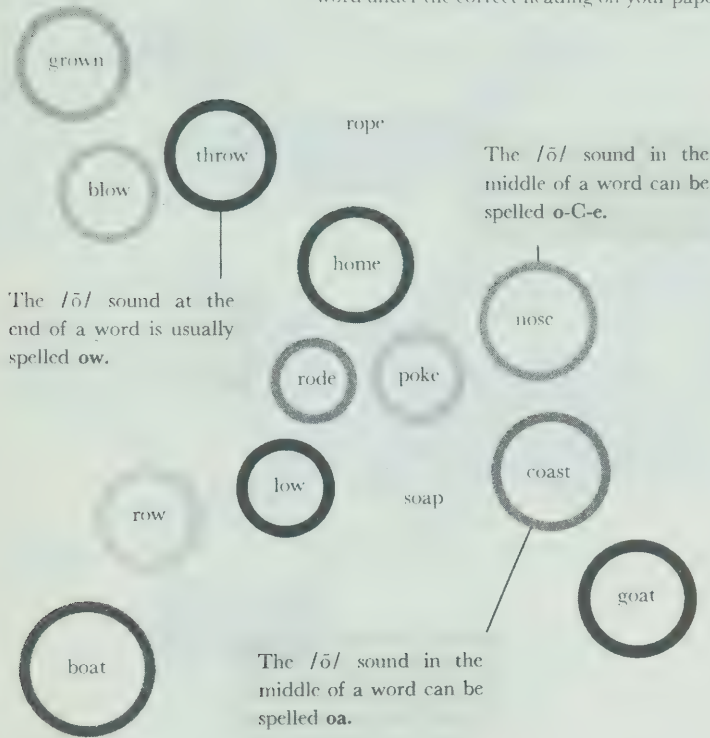
on page 63. Then, after reading the directions, have pupils complete the activity.

The second step in the activity checks pupils' skill in using alphabetical order to find words in the dictionary.

FIND THE BALLOONS

Write **o-C-e**, **ow**, and **oa** as headings on your paper.

Say the word in each balloon. Find the formula that the word follows. Then write the word under the correct heading on your paper.



Answers:

o-C-e

rope

home

nose

rode

poke

ow

grown

throw

blow

row

low

oa

coast

soap

goat

boat

C

Find the Balloons. This activity reviews Units 14 and 15, which show the /ō/ sound spelled **ow**, **oa**, or **o-C-e**.

After reading the directions, call pupils' attention to the example by ask-

ing them which balloon has already been tied to what formula.

After completing the activity, pupils might like to suggest other words that could be listed under each heading.

Answers:

1. cowboy
2. upset
3. Sunday
4. without
5. raindrop
6. airplane

Emphasis—Compound and noncompound two-syllable words.

Additional Resources—Use Enrichment Activity 19: Finish the Bridge.

A

Puzzle Pieces. After reading the instructions, make sure that everyone understands what the word *syllable* means. Point out that each puzzle piece contains one syllable and that the shapes of the pieces offer clues about how they should be put together.

When all the pupils have completed the activity, ask: “What small words do you see and hear in each word you made? What does each two-syllable word mean? How would you use each two-syllable word in a sentence?”

Have pupils make their own puzzle pieces. When they have finished, you may want them to exchange their puzzles with each other.

Supplementary Activities

List Words. After the introductory activity, you may wish to introduce pupils to the remaining list words.

22

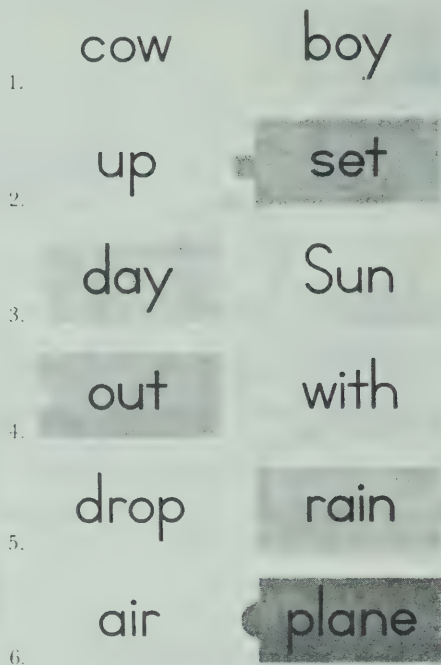
air plane

af ter

PUZZLE PIECES

Put the puzzle words together to make list words.

cowboy	daytime	downtown	raindrop	Sunday
airplane	upset	without	outside	mailbox
chapter	children	kidnap	winter	after
sentence	lantern	dancer		



Use other list words and draw and cut out your own puzzle pieces.

Have them pronounce **daytime**, **downtown**, **outside**, **mailbox**, and **inside**. Ask what each word means and what small words they see in each two-syllable word.

At this point, you may wish to tell pupils that a word made of two small words is called a *compound word*. Write the term on the chalkboard.

Then have them pronounce each word in the second grouping. Ask: “Are any of these words made of two small words?” Pupils may point out that **children** contains **child**, which is a word. Explain that **ren** is not a word. Because only one syllable in **children** is a word, **children** is not a compound.

Kidnap presents a different problem. As pupils will notice, both **kid** and **nap** are words. But the word **nap** and the second syllable of **kidnap** do not have the same meaning today. The

class might be interested to know that **kidnap** was formed from **kidnapper**, which originally was a compound word meaning “child stealer.”

Nonlist Compound Words. Write the one-syllable words below on the chalkboard. Ask pupils: “What words can you add to the words on the board to make compound words?” (Possible responses are shown in parentheses.)

- | | |
|---------|--|
| 1. cow | (cowgirl, cowbell, cowhand, cowpoke) |
| 2. rain | (rainbow, rainfall, raincoat, rainproof) |
| 3. air | (airport, airmail, airline) |
| 4. day | (daylight, daydream) |
| 5. up | (upon, upright) |
| 6. set | (sunset, setback) |
| 7. with | (within, without) |
| 8. drop | (teardrop, eyedrop) |
| 9. sun | (sunlight, sunshine) |

SYLLABLE BASKET

How many list words can you write by using the syllables in the basket? Do not use the same syllable twice.



BE A WRITER

Write a short story about a cowboy who went **down-**
town on **Sunday**. Use as
many list words as you can.



air · plane
af · ter

You can spell many words by listening
for their syllables.

Write these words: **mailbox**, **inside**, **sentence**,
lantern, and **dancer**. Draw one line under the
first syllable and two lines under the second
syllable.

high fight light might right

85

B

Syllable Basket. If possible, duplicate this activity for distribution. Otherwise, write all the syllables on the chalkboard and have pupils work as a class to produce the answers. As they find each word, cross out the syllables used. After reading the directions, you may want to work with the class to find one answer. After pupils have written all the words, ask: "Which of the words you wrote contain two small words? Which do not?" Note that **children** is not a compound word because only one of its syllables is a word.

Be a Writer. You might have pupils work together to compose an opening sentence for the story. If they have trouble writing one, suggest the following: On Sunday, Mickey the cow-

boy went downtown to meet his
friend. Then let them continue from
there. Encourage them to draw pictures
to accompany their stories.

After pupils have written their
stories, ask them how many list words
they were able to use. Give them time
to exchange papers, or post them all
on the bulletin board.

Formula. After reading the formula,
ask: "Which of the key words contains
two small words?" Explain to the class
that because they already know how to
spell the small words found in many
compound words, they also know how
to spell many compound words.

The next activity will reinforce pupils'
understanding of the formula. When you
are sure they understand what they are to
do, have them work independently.

Irregulars. In each of these irregulars,
/i/ is spelled **igh**. Because this is

Answers:

after, sister, outside, daytime,
kidnap, chapter, winter, children

Answers will vary.

an infrequent spelling of /i/, these
words are often misspelled. **Fight**,
light, **might**, and **right** might be mis-
spelled "fite," "lite," "mite," and
"rite." Note the homonyms **mite** and
rite. **High** might be confused with its
homonym **hi**.

1. Write the words on the board and
have them pronounced. Ask pupils
what sound they hear and what letters
they see in every word. Explain that
igh stands for the /i/ sound in every
word. Underline this grapheme in
each word.

2. Challenge pupils to use all the
irregulars in one or two written sen-
tences.

3. Write the words on the board,
leaving a blank for **igh** in every word.
Ask pupils to supply the missing let-
ters.

Supplementary Activity

Nonlist Compound Words. To in-
troduce pupils to other compound
words, show them pictures of any or
all of the items named below. Ask
them to provide the compound word
that names each item and write that
word on the board.

- | | |
|---------------|----------------|
| 1. sailboat | 6. goldfish |
| 2. toothpaste | 7. popcorn |
| 3. birdhouse | 8. rosebud |
| 4. playground | 9. snowman |
| 5. dollhouse | 10. basketball |

Answers:

WPR

Answers will vary.



"This is station WPR in Summerville," said Jingle Jim. Then he signed off with a few reminders.

Copy the reminders.

Get Wacky Wintergreens

Buy Polly's Raindrop

Rinse

Write the name of the station.

Write a reminder. Use list words or letters **W**, **P**, and **R**.

86

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the formation of words by syllables
2. the formation of capital letters **W**, **P**, and **R**
3. the basic letter sizes

Ask pupils what they see in the illustration at the top of the page. Be sure pupils notice the station identification letters **WPR**. Then read the caption under the illustration and the reminders at the bottom of the page.

Write the words **Wintergreens** and **Raindrop** on the chalkboard. Ask how many word parts or syllables are heard in **Wintergreens**; in **Raindrop**. Draw a vertical line between the syllables in each word. (**Win/ter/greens**; **Rain/drop**) Guide pupils in slowly pronouncing each of the syllables. Remind pupils that they can spell many words by listening for their syllables.

Then ask pupils if any of the syllables in **Raindrop** and **Wintergreens** form smaller words. Be sure pupils see that the words **Rain** and **drop** are within **Raindrop**; that the words **Winter** and **greens** join to form the word **Wintergreens**. Remind pupils that a word made of two smaller words is called a *compound word*. You might want to ask pupils to name other words (list and nonlist) that are compound words.

Write the letters **W**, **P**, and **R** on the chalkboard. Review the formation of each letter. Have several pupils go to the chalkboard and practise the letters. Ask why the words in the reminders begin with capital letters. Point out that the words name products and that the words in a name always begin with capital letters.

Instruct pupils to copy each reminder. Remind pupils that their let-

ters will be nearly a full space high and one-third of a space high. Remind them that only small letters **d**, **p**, and **t** extend two-thirds of a space high. Conclude by telling pupils that when they have finished copying and checking each reminder they may go on to the final exercise and make a reminder of their own.

D

Unit Quiz

The quiz for this unit is on page 8T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than sixteen correct answers indicates that the pupil should do the Look Again activities. Sixteen or more correct answers indicates that the pupil should do the Look Ahead activity.

LOOK AGAIN

CIRCLE THE SYLLABLES

When your teacher says each word below, write it on your paper, and circle each syllable in the word.

1. airplane
2. children
3. chapter
4. raindrop
5. downtown
6. cowboy
7. kidnap
8. upset
9. Sunday
10. winter
11. after
12. daytime

TREASURE HUNT

To reach the treasure, put your finger on START. When your teacher says a word, move your finger to the box that shows one of the syllables in the word.

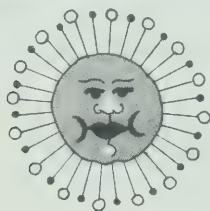
START	rain	sis	air
			boy
with	day	drop	side
nap			set
town			day
time	Sun	up	win
			out



LOOK AHEAD

SYLLABLE BOX

See how many two-syllable words you can make by putting together two words in the box. You may use each syllable more than once.



star	with
in	down
side	night
doors	time
out	set
light	sun
day	stairs
up	moon

87

Answers:

LOOK AGAIN

1. airplane
2. children
3. chapter
4. raindrop
5. downtown
6. cowboy
7. kidnap
8. upset
9. Sunday
10. winter
11. after
12. daytime

LOOK AHEAD

Answers will vary.

E

LOOK AGAIN

Circle the Syllables. Show pupils how to circle the syllables in item 1 on the chalkboard. Then read each numbered word twice, pausing for pupils to write and mark the word.

Treasure Hunt. Read the following directions: "Put your finger on Start. When I say a two-syllable word, move your finger to the closest box that shows one of that word's syllables, and cover that syllable. For example, if I said **raindrop**, what syllable would you cover? Sometimes I'll skip a box, so listen carefully. When you reach the treasure, raise your hand. Everyone on Start now."

In the list below, a word is provided for every box. Read only the italicized words the first time you use the game.

If you want to use the game again, read a different set of words.

You may want to stop at every starred word to see if everyone is with you.

1. rain
2. sis
- *3. air
4. boy
5. side
6. set
7. day
- *8. out
9. win
10. up
11. Sun
- *12. time
13. town
14. nap
- *15. with
16. day
17. drop

raindrop
sister
airplane
cowboy
outside
upset
daytime
without
winter
upset
Sunday
daytime
downtown
kidnap
without
daytime
raindrop

LOOK AHEAD

Syllable Box. Before having enrichment pupils do this activity, tell them that there are eighteen possible answers.

Supplementary Activities

Composition. You might have pupils write a story in which they use at least three of the words they made from Syllable Box.

Syllabication of Nonlist Two-Syllable Words. To provide more practice with syllabication, write the words below on the board.

1. football
2. monster
3. sandwich
4. birdcage
5. basket
6. nightfall
7. dentist
8. napkin
9. daylight
10. sailboat

Have pupils divide each word into syllables and sort the words into compound and noncompound words.

Answers:

1. broken, lazy
2. lady, program, paper

Emphasis—The /ā/ sound spelled **a** and the /ō/ sound spelled **o** at the end of a syllable.

Additional Resources—Use Enrichment Activity 20: Secret Orders.

A

Words and Pictures. Show pupils that **major** comes from the first grouping of list words. To elicit answers for the other blanks of sentence 1, ask: “In the first picture, what is wrong with the major’s sword? What list word tells why he doesn’t fix his sword?” For sentence 2, ask: “What list word would you use in the first blank? Where is the lady? What is she using to make flowers?”

To prepare pupils for the unit formulas, ask: “What vowel sound do you hear in the first syllable of **lady**,

23

WORDS AND PICTURES

Complete the sentences with list words.

<u>l</u> ady	favour	later	lazy	lady	major	native	navy
	paper	razor	radar	crazy			
<u>m</u> otel	broken	locate	moment	motel	open	over	
	program	hotel	robot	motor			

1. This stubborn

major

has a _____ sword, but he is

too _____ to fix it.



2. The _____ on the

television _____ is making

flowers out of _____.

Use list words to write a story about the major or the lady.

88

lazy, and paper?” (/ā/ sound) “What vowel sound do you hear in the first syllable of **broken** and **program**?” (/ō/ sound) “Is the long vowel sound at the beginning, middle, or end of the first syllable in each word?”

Have pupils write their stories independently and then have them underline the list words. When they have finished, they might want to exchange their stories or read them to each other.

Supplementary Activity

List Words. To introduce the rest of the list words, ask pupils to pronounce each list word not used in Words and Pictures. Have them tell where the long vowel sound is in the first syllable of each word (the beginning, middle, or end). Let them guess the meaning of any unfamiliar list words.

OPPOSITES

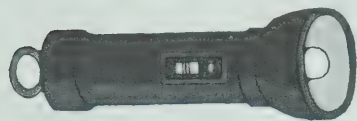
Write the list word that means the opposite of each word below.

Example: under

over

1. shut
2. sooner

3. lose
4. foreigner



MEAN-ALIKES

Write the list word that means nearly the same as each word below.



Example: gift

favour

1. minute
2. hotel
3. ships
4. woman

lady

The /ā/ sound at the end of a syllable is usually spelled **a**.

motel

The /ō/ sound at the end of a syllable is usually spelled **o**.

Write these words: **razor**, **radar**, **crazy**, **robot**, **hotel**, and **motor**. Circle the letter that spells the vowel sound in the first syllable of each word.

pint climb iron eye buy

89

B

Opposites. Using the example, remind pupils that opposites are words having very different meanings.

The first two items are easy, but the last two might be harder. To help pupils, ask: "What list word is the opposite of **lose** and has about the same meaning as **find**? If you are not a foreigner in a country, what are you?"

To prepare pupils for the unit formulas, ask: "What long vowel sound do you hear in the first syllable of **open** and **locate**? What long vowel sound do you hear in the first syllable of **later** and **native**? Is the long vowel sound at the beginning, middle, or end of the syllable? How is the long vowel sound spelled in the first syllable of each word?"

Mean-Alikes. Discuss the meanings of **favour** and use it in a sentence. To help pupils find the mean-alikes, pro-

Answers:

1. open
2. later
3. locate
4. native

1. moment
2. motel
3. navy
4. lady

vide a context sentence for each numbered item.

Formulas. After reading the formulas, ask: "Where is the long vowel sound in **lady**? Where is the long vowel sound in **motel**? What list words fit the first formula? What list words fit the second formula?"

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. Each of these /i/ irregulars is potentially confusing. **Pint** might be misspelled "pinet" or "pined." "Clime" and "clim" are common misspellings of **climb**. **Iron** sounds so much like a one-syllable word that pupils might omit **o** in **iron**. **Eye** might be confused with **I**, **buy** with its homonyms **bye** and **by**.

1. Have pupils pronounce each word, asking them what one sound they hear in every word.

2. Write the words on the board. Point out that in some of the words a single sound is represented by more than one letter. In **climb**, the /m/ sound is spelled **mb**; in **eye**, the /i/ sound is spelled with three letters; in **buy**, the /i/ sound is spelled with the letters **uy**.

3. Challenge pupils to use all the irregulars in one or two written sentences.

WRITE
AND
REVIEW



Copy the sentence. Can you name the king of the jungle?

*On the animal quiz pro-
gram, a lady and a major
were asked to name the
king of the jungle.*

90

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **program**, **lady**, and **major**
2. the spelling of the /ā/ sound as **a** and the /ō/ sound as **o** at the end of syllables in two-syllable words
3. the formation and similarity of small **g**, **j**, **p**, **q**, **y**, and **z**
4. the basic handwriting skills of slant and writing on the base line

Discuss the illustration at the top of the page. Read the accompanying sentence at the bottom of the page. Ask pupils what animal they think is the king of the jungle. (the lion) You might want to allow pupils to make up their own animal questions.

Write the word **quiz** on the chalkboard. Underline small letters **q** and

z. Remind pupils that these letters have descenders that extend about half a space below the base line. Review the formation of each letter. Then have several pupils go to the chalkboard and practise the letters.

Next to small **q** and **z**, add the letters **p**, **g**, **y**, and **j**. (Be sure all of the descenders are the same length.) Point out that these six letters (and small **f**) are the only letters with descenders. Then review the formation of **p**, **g**, **y**, and **j**. To complete the chalkboard practice of the descenders, have several other pupils go to the chalkboard and practise **p**, **g**, **y**, and **j** by writing the words **program**, **lady**, and **major**.

Write the following words on the chalkboard: **program**, **lady**, and **major**. Guide pupils in naming the

syllables in each word. Draw a vertical line between the syllables. (**pro/gram**; **la/dy**; **ma/jor**) Ask pupils what vowel sound they hear in the first syllable of each word. (/ō/ sound in **pro**;- /ā/ in **la**- and **ma**-) Ask where the vowel sound is found in each of these syllables. (the end of the first syllable in each word) Remind pupils that /ā/ is spelled **a** and /ō/ is spelled **o** at the end of syllables in two-syllable words.

Then instruct pupils to copy carefully the sentence at the bottom of the page. Remind pupils that all descenders extend about a half space below the base line. Tell pupils that every letter should be written on a slant and that every word should rest on the base line.

LOOK AGAIN

MATCHO

Read and then cover the first word in each line. Write the word in the line that is spelled just like the word you covered.

1. navy	nayv	nyav	navy
2. open	opne	open	onpe
3. lady	lady	layd	lday
4. over	ovre	orev	over
5. lazy	layz	lazy	lyza
6. later	latre	laret	later

SOUNDS OF SYLLABLES


When your teacher says a word, write the syllable that will complete each word.

1. *na* vy
2. ___per
3. ___tel
4. ___cate
5. ___ment
6. ___vour

LOOK AHEAD

WORD-GO-ROUND

Complete this Word-Go-Round with four list words.

m			
			n
			
l		d	

BE A WRITER

How many list words can you use in a story about the games and sports you like? Write your story. Then write down the number of words you used.



91

Answers:

LOOK AGAIN

2. pa
3. mo
4. lo
5. mo
6. fa

LOOK AHEAD

m
o p e n
t a
e v
l a d y

Answers will vary.

D

Unit Quiz

The quiz for this unit is on pages 8T and 9T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers indicates that the pupil should do the Look Again activities. Seventeen or more correct answers shows that the pupil should do the Look Ahead activities.

E

LOOK AGAIN

Matcho. This is a visual discrimination activity. As pupils do each item, check their responses.

Sounds of Syllables. Accentuating the syllables, read each word below. Pause for pupils to write the missing syllable.

1. na-vy
2. pa-per
3. mo-tel
4. lo-cate
5. mo-ment
6. fa-vour

LOOK AHEAD

Word-Go-Round. If possible, duplicate this activity for distribution to pupils. Or, have them copy the grid on their own papers.

Be a Writer. After pupils have written their stories, find out which and how many list words they used. Give them time to exchange papers with each other.

Supplementary Activity

Practice with Formulas (Nonlist Words). Write the words below in random order on the chalkboard. Ask pupils which words are like the key word **lady** and which are like the key word **motel**.

1. baby
2. ocean
3. wavy
4. labour
5. chosen
6. baker
7. bacon
8. cozy
9. famous
10. nature
11. flavour
12. gopher
13. label
14. joker

You might also want to ask pupils if they see any other similarities between the nonlist words and the list words. For example, **baby**, **wavy**, and **cozy** are like the list words **lady** and **lazy** in the spelling pattern of the second syllable.

Answers:

lilac, tiger, human,
music, tulip, zebra

24

BIG PICTURE

tiger	minus	lilac	silent	Friday	tiger	tiny	final
duty	human	music	humour	duty	tulip	tuba	stupid
fever	female	prefix	fever	zebra	even	meter	demon



How many of the list words can you find pictured? Write them.

Show pictures of list words in your own big picture. Write the words that are in your picture.

92

Emphasis—The /ī/ sound spelled **i**, the /ū/ sound spelled **u**, and the /ē/ sound spelled **e** at the end of syllables in two-syllable words.

Additional Resources—Use Enrichment Activity 21: Word Search.

A

Big Picture. Let pupils guess the identity of the hidden objects until they arrive at correct responses.

When they have written all the pictured list words, ask: “What vowel

sound do you hear in the first syllable of each word you write? In which two words do you see the vowel sound spelled with the letter **i**? In which three words do you see the vowel sound spelled with the letter **u**? In which word do you see the vowel sound spelled with the letter **e**?”

Have pupils draw their own big picture. When they are finished, you might want them to exchange papers and look for the pictures of list words.

Supplementary Activity

List Words. To introduce the re-

maining list words, ask: “What other list words contain the letter **i** at the end of the first syllable? What other list words show **e** at the end of the first syllable? What other list words show **u** at the end of the first syllable?”

Note: Some of the list words have alternate pronunciations for the vowel sound in the first syllable. The first syllable of the words **duty**, **tulip**, **tuba**, and **stupid** is more often pronounced with the /ü/ sound, as in **threw** and **room**. Allow pupils to pronounce words as they are accustomed to pronouncing them, as long as they can be understood by other people.

UNSCRAMBLE THE SYLLABLES

Unscramble the syllables to find list words and write them.

Example: male - fe

female

- | | | | |
|---------|-----|---------|----|
| 1. day | Fri | 3. lent | si |
| 2. mour | hu | 4. ver | fe |

HIDDEN WORDS

Make a list word from each line of letters.
What list word do the circled letters spell?
(Hint: The word means "quiet.")

- | | |
|------------------|------------------|
| 1. i n u (s) m | 4. l f a e m (e) |
| 2. r e p x f (i) | 5. v e (n) e |
| 3. (l) u p t i | 6. (t) u d y |

tiger

The /i/ sound at the end of a syllable is usually spelled **i**.

duty

The /ū/ sound at the end of a syllable is usually spelled **u**.

fever

The /ē/ sound at the end of a syllable is usually spelled **e**.

Write these words: **tiny**, **final**, **tuba**, **stupid**, **meter**, and **demon**. Circle the letter that spells the vowel sound in the first syllable of each word.

can't isn't wasn't doesn't haven't

93

B

Unscramble the Syllables. After pupils have unscrambled the syllables, ask them what vowel sound they hear in the first syllable of each word and how that sound is spelled.

Hidden Words. After pupils have unscrambled each line of letters, have them write the six circled letters and find the word formed by those letters. To help them see the spelling pattern in the answers, ask: "Which words spell the vowel sound in the first syllable with the letter i? Which words

spell the sound with the letter u? Are there any words in which the sound is spelled with an e?"

Formulas. As you read each formula, have pupils pronounce the key word, divide it into syllables, tell where the vowel sound occurs in the first syllable, and tell how that sound is spelled.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. Mastering these contractions involves knowing both punctua-

Answers:

1. Friday
2. humour
3. silent
4. fever

1. minus
2. prefix
3. tulip
4. female
5. even
6. duty

silent

tion and spelling.

1. On the chalkboard, write the five contractions in a column. Lead pupils to see that the five words are shortenings of **cannot**, **is not**, **was not**, **does not**, and **have not**, respectively. Explain that the apostrophe shows that a letter or letters were left out when two words were joined. Ask pupils what letter or letters the apostrophe stands for in each contraction.

2. Write the original form of each contraction on the board. Assign a pupil to the board and ask the rest of the class to tell him how to change each original form into a contraction.

3. Ask pupils what other contractions they know and what two words each contraction stands for.

Supplementary Activities

Opposites. To check pupils' comprehension of word meaning, ask them what list word is the opposite of each word below. (Answers are in parentheses.)

1. plus (minus)
2. noisy (silent)
3. suffix (prefix)
4. odd (even)
5. chill (fever)

Words in Context. To check understanding of word meaning, have pupils make up an oral or written sentence for each of the following list words: **lilac**, **human**, **music**, **meter**, **duty**, and **female**.

Answers:

1. Friday
2. tulips

Sentences and riddles will vary.

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **tulip** and **Friday**
2. the spelling of the /i/ sound as **i**, the /ū/ sound as **u**, and the /ē/ sound as **e** at the end of syllables in two-syllable words
3. the formation of capitals **K** and **H**
4. the Six Basic Handwriting Skills

Tell pupils that the girl and boy in the picture at the top of the page are Kathy and Harry. Explain that they are doing the dishes.

Read the directions for the activity. Have each riddle read aloud. Tell pupils to look at the word lists on page 92 to find the list word that answers each riddle. Tell them that they will need to add the ending *s* to one of the answers.

Have pupils write each answer in a complete sentence. Tell them to form each word they write clearly and neatly. Ask them to name the basic handwriting skills that they should use when they are writing. Pupils should mention size, shape, slant, spacing, sitting on the base line, and style (neatness).

Then allow pupils to make up their own riddles to ask their classmates. Do

WRITE AND REVIEW



Guess the list word that answers each riddle.

Write each answer in a sentence.

1. On which day of the week should you cook?
2. What flowers are on your face?

Make up your own riddle.

Write the letter and the word.

H Harry

K Kathy

not limit them to the word lists in making up their riddles.

Tell pupils to look at the letters and words at the bottom of the page. Point out the cane stroke that begins capitals **K** and **H**. On the chalkboard, review the formation of each letter.

Write the words **Harry** and **Kathy** on the chalkboard. Ask why these words begin with capital letters. (Each word is a name.) Point out that capitals **H** and **K** always connect with letters that follow them in a word. Then have pupils complete the last exercise on the page.

Write **Friday**, **tulip**, and **even** on the chalkboard. Ask pupils what vowel sound they hear at the end of the first syllable of each word. (the /i/ sound

in **Friday**, the /ū/ sound in **tulip**, and the /ē/ sound in **even**) Remind pupils that at the end of a syllable in two-syllable words, the /i/ sound is spelled **i**, the /ū/ sound is spelled **u**, and the /ē/ sound is spelled **e**.

D

Unit Quiz

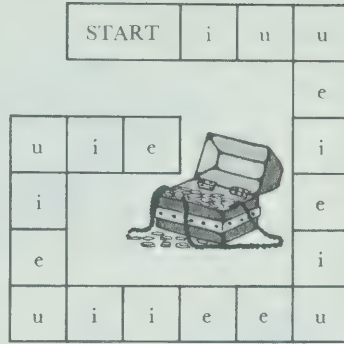
The quiz for this unit is on page 9T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers on the quiz shows that the pupil should do the Look Again activities. Seventeen or more correct answers indicates that the pupil should do the Look Ahead activities.

LOOK AGAIN

TREASURE HUNT

To reach the treasure, put your finger on **START**. When your teacher says a word, move your finger to the box that tells how the /ī/, /ū/, or /ē/ sound in the word is spelled.



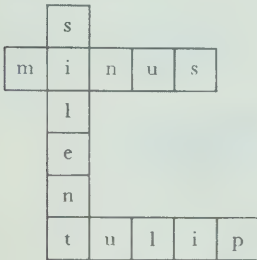
PIN DOWN THE SOUND

On your paper, number from 1 to 6. Listen to the words your teacher says. Write **i** if you hear the /ī/ sound, **u** if you hear the /ū/ sound, and **e** if you hear the /ē/ sound.

LOOK AHEAD

MAKE A CROSSWORD

Continue this crossword, using as many words as you can from Units 23 and 24.



BE A WRITER

See how many list words you can use in a short story about a tiger and a zebra. Write down the number of list words you used.



Answers:

LOOK AGAIN

1. e
2. u
3. i
4. e
5. i
6. u

LOOK AHEAD

Answers will vary.

Answers will vary.

LOOK AHEAD

Make a Crossword. If possible, distribute graph paper so that pupils do not have to draw the boxes for the crossword.

Be a Writer. If you have pupils write one story collectively, you might have them read it to remedial pupils. If you have them each write a story, let them exchange their papers when they are finished.

Whichever method you use, encourage them to help each other and to draw pictures for their stories.

Supplementary Activity

Nonlist Words. Write the words below on the board.

1. shiny
2. lion
3. spider
4. cider
5. tidy

Ask pupils which of the Unit 24 key words is most like these nonlist words. Let pupils read and discuss the question until they discover that **tiger** is the key word most similar to the nonlist words.

E

LOOK AGAIN

Treasure Hunt. Read the following directions to pupils: "Put your finger on **Start**. When I say a word, move your finger to the closest box that shows how the first syllable vowel sound is spelled. For example, if I said **tulip**, where would you move your finger? Sometimes, I'll skip a box, so watch out. When you reach the treasure, raise your hand."

Read each italicized word in the list below. If you wish to use the game again, read a different set of words and skip a different set of boxes.

You may wish to stop at every

starred item to see if everyone is with you.

1. **i** *silent*
2. **u** *music*
- *3. **u** *human*
4. **e** *zebra*
5. **i** *lilac*
6. **e** *even*
7. **i** *Friday*
- *8. **u** *tulip*
9. **e** *prefix*
10. **e** *fever*
11. **i** *tiger*
12. **i** *minus*
- *13. **u** *duty*
14. **e** *female*
15. **i** *tiger*
- *16. **u** *humour*
17. **i** *silent*
18. **e** *even*

Pin Down the Sound. After reading the directions, read each word below twice. Accentuate syllabication as you read.

1. female
2. duty
3. lilac
4. fever
5. tiger
6. stupid

Answers:

1. April
2. February
3. October
4. December
5. January
6. November

Emphasis—Long vowel sounds and spellings at the end of syllables in multisyllabic words.

Additional Resources—Use Enrichment Activities 22 and 23: Crossword Charlie and Dear Diary.

A

Although this unit introduces a new set of list words, all those words follow the formulas presented in Units 23 and 24.

Puzzle Pieces. Point out to pupils that the shapes of the puzzle pieces will help them find the words. As pupils put together each word, encourage them to pronounce it. Ask them what all the words name. (months of the year)

After they have completed the activity, ask: "In which two words do you hear an /ə/ sound? What long vowel sound do you hear in April?"

25

potato

PUZZLE PIECES

Put the puzzle pieces together to make list words.

coconut	cucumber	eleven	library	radio
potato	tomato	vitamin	volcano	January
February	April	July	October	November
December	influence			

1. pril A
2. ary Feb ru
3. Oc ber to
4. cem ber De
5. u Jan ary
6. ber vem No

Use other list words and draw and cut out your own puzzle pieces.

96

What long vowel sound do you hear in **December**?" In addition, ask how the long vowel sound is spelled in each word.

Have pupils make their own puzzle pieces. When they have finished, you may want them to exchange their puzzles with each other.

Supplementary Activity

List Words. To introduce the rest of the list words, have pupils pronounce each one and identify the long vowel sound or sounds they hear in each word.

B

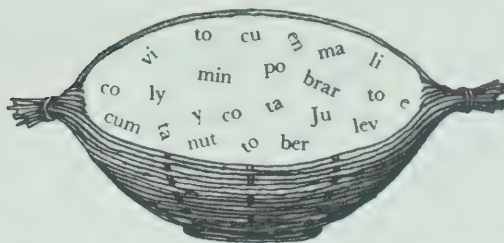
Syllable Basket. If possible, duplicate this activity for distribution to pupils. Have them cross out each syllable as they use it.

Otherwise, copy the basket on the chalkboard and have pupils work as a class to find the answers. As they find each word, cross out the letters used.

When pupils have found all the words, ask what long vowel sound they hear in each one and how that sound is spelled. Point out that the long vowel sound is at the end of the syllable.

SYLLABLE BASKET

How many list words can you write by using the syllables in the basket? Use each syllable only once.



BE A WRITER

Choose the name of a month that is a list word. Write a story about what you like about the month.



potato

A long vowel sound ending a syllable is usually spelled **a, e, i, o, or u.**

Write these words: **radio** and **influence**. Circle the letters that spell the long vowel sounds at the end of syllables in each word.

built build building minute different

Be a Writer. To get pupils started on their stories, you may wish to have them select a month together and compose the opening sentence as a class.

After pupils have finished writing their stories, give them time to check their papers for misspellings. Encourage them to draw pictures to illustrate their stories if they wish. Either have them exchange papers with each other or display them on the bulletin board.

Formula. After reading the formula, illustrate it with the following examples, marked to emphasize the key grapheme:

1. April
2. eleven
3. vitamin
4. coconut
5. January

For each of the five long vowel sounds, ask pupils to find a different list word, one of whose syllables ends in that sound. (possible answers: tomato, December, library, volcano, cucumber)

The next activity will reinforce pupils' understanding of the formula. When you are sure they understand what they are to do, have them work independently.

Irregulars. In **build** and its forms, the /i/ sound is spelled **ui** rather than **i**. Thus, "bild," "bilt," and "bilding"

Answers:

coconut, cucumber, vitamin, July, potato, eleven, library, tomato

Answers will vary.

are possible misspellings. **Minute**, when pronounced /min'at/, might be misspelled "minit." **Different** is commonly pronounced as a two-syllable word rather than as a three-syllable word; thus pupils might leave out the first **e** in spelling **different**.

1. Have pupils pronounce the first three irregulars. Ask them what vowel sound they hear in **build** and **built** and in the first syllable of **building**. Explain that the /i/ sound they hear in those words is spelled with the two letters **ui**.

2. Have pupils pronounce **minute** and **different** and ask them how many syllables they hear in each word. Divide the words into syllables on the chalkboard.

3. Write the items below on the board and ask pupils to supply the missing letters.

- a. b (ui) ld
- b. m (i) n (u) t (e)
- c. d (i) ff (e) r (e) nt

Answers:

Victor U. York
very fine
Sentences will vary.

coconut
cucumber
potatoes
tomatoes

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words coconut, cucumber, potatoes, and tomatoes
2. the formation of capitals U, V, and Y and small v
3. alphabetical order
4. the basic handwriting skill of size

Read the poem at the top of the page. Allow pupils to take turns reading the poem to their classmates. Ask what is amusing about the poem. If pupils remark about the cucumber tree, you might tell them that there is such a thing as a cucumber tree. Explain that it is a name of certain magnolia trees and that these trees have fruit that looks like cucumbers.

Guide pupils in answering the first question. Explain that full name means first name, middle name or initial, and last name. Ask pupils to name the letter that begins each part of the name.

Write capital letters V, U, and Y on the chalkboard. Point out the similarity in V, U, and Y and review the formation of each letter. Ask a few pupils to go to the chalkboard and practise writing Victor's full name. Then have

WRITE AND REVIEW

Victor U. York,
A wizard of a sort,
A very fine farmer was he!
He turned potatoes
Into tomatoes,
And grew a blue
cucumber tree.

Write your answer in a complete sentence.

1. What was the farmer's full name?
2. How fine a farmer was he?

List the words below in alphabetical order.

tomatoes	cucumber
potatoes	coconut



all pupils answer question 1 with a complete sentence.

Read the second question. Stress that Victor was a **very fine farmer**. Write the word **very** on the chalkboard. Review the formation of small v. Point out the rounded bottom in both capital and small v. Then have pupils write the answer to the second question with a complete sentence.

Review the meaning of alphabetical order. Ask pupils where they could look to find things listed in alphabetical order. (dictionary, index of a book, phone book) Then direct pupils to write the words at the bottom of the page in alphabetical order. Remind

pupils to use the words in their books as a guide in making each letter the correct size.

D

Unit Quiz

The quiz for this unit is on page 9T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than fourteen correct answers indicates that the pupil should do the Look Again activities. Fourteen or more correct answers shows that the pupil should do the Look Ahead activity.

LOOK AGAIN

MISSING LETTERS

Write the missing letters that stand for the long vowel sounds in the words below.

1. c__conut 5. v__tamin
2. pot__t__ 6. N__vember
3. Oct__ber 7. tom__t__
4. c__cumber 8. volc__n__

SHOW ME

Make a card for each long vowel sound.



Hold up the correct card for each list word your teacher says.

LOOK AHEAD

WHAT AM I?

Answer the riddles below with list words.

1. I'm a fruit that has milk inside. What am I?
2. I have eyes but I can't see. What am I?
3. When I blow my top, people run away. What am I?
4. I have many books, but I never read. What am I?
5. When I'm pickled and put in a jar, I change my name. What am I?
6. People call me a vegetable, but I'm really a fruit. What am I?
7. Every Leap Year, I get an extra day. What am I?

Now try to make up some riddles of your own. Use words from your spelling dictionary. Then see if your classmates can guess the answers to your riddles.

99

E

LOOK AGAIN

Missing Letters. For each numbered item, have pupils say the entire word before writing the missing letter or letters. You may want to extend this activity by writing the other list words on the board, leaving blanks for the key graphemes. Then have the pupils supply the missing letters.

Show Me. Provide each pupil with five cards on which to write the long vowel graphemes. After pupils have prepared their cards, say each word below twice.

1. coconut
2. cucumber
3. library
4. April
5. December
6. November
7. vitamin
8. October

Then have pupils hold up the appropriate two cards for the two long vowel sounds they hear in each word below.

9. potato
10. tomato
11. volcano

LOOK AHEAD

What Am I? By composing riddles for words in their Spelling Dictionaries, pupils will gain more experience

Answers:

LOOK AGAIN

1. o
2. a, o
3. o
4. u
5. i
6. o
7. a, o
8. a, o

LOOK AHEAD

1. coconut
2. potato
3. volcano
4. library
5. cucumber
6. tomato
7. February

in using a dictionary. After they have made up their riddles, you might have them ask each other their riddles.

Supplementary Activities

Practice with Formulas (Nonlist Words). Write the words below on the board. (The key grapheme or graphemes in each word are emphasized.)

1. vacation
2. torpedo
3. violet
4. buffalo
5. horizon
6. ivory
7. icicle
8. domino

Ask pupils to divide each word into syllables, find the syllable or syllables with the long vowel sound, and spell the long vowel sound.

Show Me. Using the cards they made for Show Me, have pupils play Show Me with the nonlist words given in the supplementary activity above.

Answers:

2. saving
3. mining
4. hated
5. hoped
6. shaded

26

PUZZLE PIECES

Put the puzzle pieces together to make list words.

facing

making

mining

rising

saving

closing

baking

driving

shaping

facing

placing

liking

using

hoped

noted

hated

raced

shaded

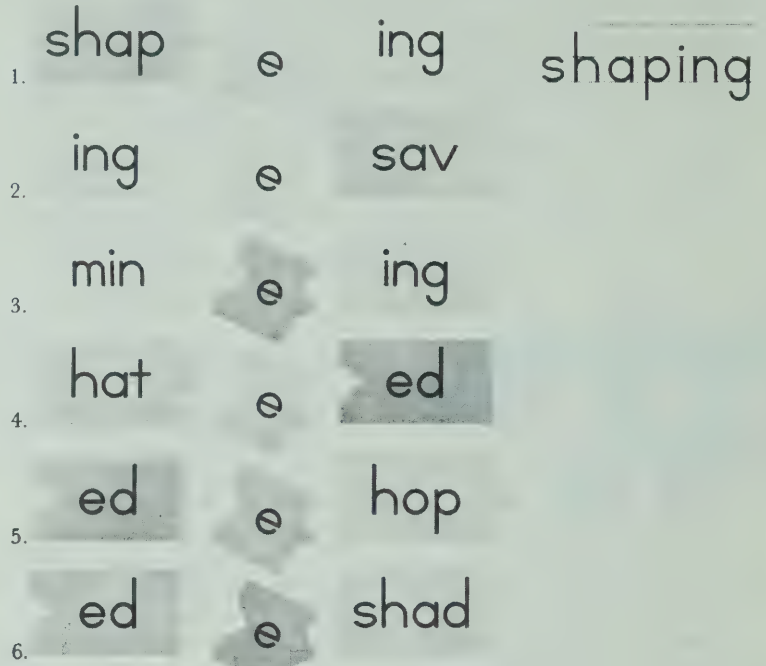
hoped

rated

wiped

mined

prized



Use other list words and draw and cut our your own puzzle pieces.

100

Emphasis—Dropping the final e before adding endings that begin with i or e.

Additional Resources—Use Enrichment Activity 24: Tangles.

A

Puzzle Pieces. Before having pupils do this activity, make sure they understand how the example, **shaping**, is produced. Ask: "What puzzle pieces are used to make the word **shaping**? Which of the three puzzle pieces is not used to make **shaping**? What word would you have if you put together **shap** and **e**?" Tell pupils that for each numbered item, they will use only two of the three puzzle pieces.

After pupils have made all the puzzle words, ask: "When you made each word, which puzzle pieces didn't you use? What happens when you add **ing** or **ed** to a word that ends in the letter **e**?" (To help pupils answer this, write each puzzle word and its root on the

chalkboard. Let the class compare the two lists.) "How are the first three puzzle words alike?" (They all end in **ing**.) "How are the last three puzzle words alike?" (They all end in **ed**.)

Have pupils make their own puzzle pieces. When they have finished, you may want them to exchange their puzzles with each other.

Supplementary Activities

List Words. To introduce the rest of the list words, have pupils look at the word groupings and ask: "What other words end in **ed**?"

Word Meaning. If the word **shaping** is unfamiliar to pupils, have them check the meaning of the root verb **shape** in a classroom dictionary.

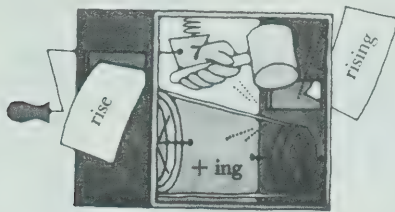
Words in Context. Pupils are more likely to master the spellings of the list words if they understand how the words function in sentences. To encourage such understanding, write the incomplete sentences below on the chalkboard or duplicate them for distribution. Ask pupils to use the words made from the puzzle pieces to fill in the sentence blanks.

1. He is (shaping) the clay with his hands.
2. The old man is (mining) for gold.
3. Yesterday Charlie (hated) to get out of bed.
4. We (hoped) the rain would stop.
5. The children are (saving) money for the train ride.
6. The trees (shaded) the house.

ADDING MACHINE

What letter does the machine drop from the root word before it adds **ing**? Write each word as it comes out.

1. rise
2. close
3. place
4. make
5. drive
6. face



MEAN-ALIKES

Write the list word that means nearly the same as each word below.

1. loving
2. disliked
3. noticed
4. ran

facing

Drop the final **e** before adding endings beginning with the letter **i**.

hoped

Drop the final **e** before adding endings beginning with the letter **e**.

Write these words: **baking**, **using**, **rated**, **wiped**, **mined**, and **prized**. Circle the ending in each word.

watch also water almost although

Answers:

the letter **e**

1. rising
2. closing
3. placing
4. making
5. driving
6. facing

1. liking
2. hated
3. noted
4. raced

ending added to words to show past time. Compare **ed** being added to the words **race**, **pack**, **starve**, **puff**.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. In each of these irregulars, the /ô/ sound is spelled **a**. Although the first syllable in the words **also**, **almost**, and **although** follows a formula introduced in Unit 31, these three words are presented here because they are often misspelled.

1. Have pupils pronounce the irregulars and ask them what vowel sound they hear in every word. Lead them to see that /ô/ is spelled **a** in each word.

2. Ask pupils what two ways **also**, **almost**, and **although** are alike: (1) The first syllable of every word is **al**. (2) The second syllable of every word contains /ô/. Ask how the /ô/ sound is spelled in each word: **o** in **also** and **almost**, **ough** in **although**. Emphasize that the first syllable in each word is spelled **al**, not **all**.

3. Write the irregulars on the board, leaving blanks for the vowel graphemes. Ask pupils to supply the missing letters.

B

Adding Machine. This activity introduces the term *root word*. The term is based on a comparison: Just as a tree root is the basic part from which the rest of the tree grows, a root word is the basic form from which other words grow.

Before pupils do the activity, discuss the term *root word* with them. Ask how they usually use the word **root** and let them guess what root word means. To help pupils understand the directions, ask them how **rising** is made from **rise**. Make sure they understand that each root word must drop the final **e** before adding **ing**.

Mean-Alikes. Tell the class that the mean-alike for each numbered item

should contain the same ending as the numbered item. To encourage response, ask: "What list word means about the same as **loving**?" Ask a similar question for each item.

Formulas. When you read each formula, call pupils' attention to the key word and ask for other examples of the formula. Point out that both **ed** and **ing** begin with a vowel.

Note: Pupils may think that when a word such as **race** becomes **raced**, a **d** alone was added because the **e** was already there. Explain that they do not have to write the root word, erase the final **e**, and then add **ed** because they do those steps in their minds as they write the word. Show them that the **e** that was there is the final **e** of the root word. Then tell them that **ed** is an

Answers:

1. facing
2. rising
3. saving
4. placing

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **facing**, **rising**, **saving**, and **placing**
2. dropping the final e from a word when adding endings beginning with i or e
3. the formation of capital and small x and z
4. the basic handwriting skill of slant
5. use of the dictionary

Review the use of the dictionary. Review the procedure for finding a word. (looking in the beginning, middle, or end of a dictionary; using guide words) Have pupils name the parts of an entry. (entry word, dictionary re-spelling, and meanings)

Read the directions for the first activity. See that pupils write the list word that belongs with each meaning. Tell pupils to form the letters in each word and write each letter on a slant. When pupils have finished, have each meaning and matching list word read aloud. As pupils say the matching list words, write them on the chalkboard.

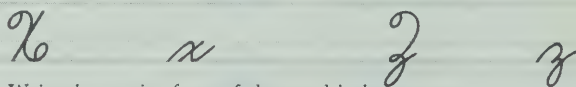
WRITE AND REVIEW



Write the list word that goes with each meaning.

1. Looking toward something
The boy was looking toward the window.
2. Going up
Steam was going up from the kettle.
3. Keeping
He is keeping his money in the bank.
4. Putting
He is putting his books on the table.

On your paper, practice each letter.



Write the cursive form of the word in heavy type.

1. **Xylophone** is the name of a musical instrument.
2. **Zero** means nothing.

102

Add the list words **raced** and **hoped** to the words on the chalkboard. Guide pupils in spelling the root of each of the six words. Ask pupils how each root was changed when an ending was added. Be sure pupils understand that the final e is dropped from a word before adding endings beginning with the letters i and e.

Write capital and small x on the chalkboard. Review the formation of each letter. Ask a few pupils to practise the letters on the chalkboard. Follow the same procedure for reviewing capital and small z.

Read each sentence in the final exercise. Ask pupils where they would look in a dictionary to find the bold-

faced words. As practice in writing capital letters **X** and **Z** within words, have pupils write the cursive form of each boldfaced word.

D

Unit Quiz

The quiz for this unit is on page 9T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than seventeen correct answers indicates that the pupil should do the Look Again activities. Seventeen or more correct answers shows that the pupil is ready for the Look Ahead activities.

LOOK AGAIN

FIND THE ROOT

Write the word in each line that is the root word of the first word.

1. raced	race	racing	raced
2. hoped	hopes	hoped	hope
3. noted	noted	note	notes
4. mining	mined	mine	mining
5. rising	rising	rise	rises
6. hated	hated	hate	hating



CREEPLY CRAWLER

Meet the Creepy Crawler. He has a word ending on each of his sections. Add an ending to each root word below to make a list word.

- | | |
|----------|---------|
| 1. shade | 4. note |
| 2. like | 5. race |
| 3. close | 6. save |

LOOK AHEAD

WORD FAMILIES

Make words by adding each set of root words to the letters shown in the box.

mine → er save → ed
whine → er wave → ed

make → ing close → ing
fake → ing doze → ing

ADD THE ENDING

- Find the root word of each word below.
writing piped timed
diving joking skated
- Add er to each root word and see what new words you get.
- How many of the new words can you use in one sentence?

Answers:

LOOK AGAIN

- hope
- note
- mine
- rise
- hate

- shaded
- liking
- closing
- noted
- raced
- saving

LOOK AHEAD

miner, whiner
making, faking
saved, waved
closing, dozing

- | | | |
|-----------------------|-------|--------|
| 1. write | pipe | time |
| dive | joke | skate |
| 2. writer | pipet | timer |
| diver | joker | skater |
| 3. Answers will vary. | | |

Supplementary Activities

Root Words. To provide reinforcement of formulas learned earlier, ask the class how the root words in each set below are alike.

- make, cave, shape, face, place, hate, race, shade
- close, note, hope

The words in the first set follow the formula for spelling the /ā/ sound a-C-e. The words in the second set follow the formula for spelling the /ō/ sound o-C-e.

Auditory Discrimination. If some pupils have trouble hearing the ending ed, write the words below on the chalkboard, pronounce them in random order, and ask pupils to identify the number of the word you say.

- | | |
|----------|-----------|
| 1. note | 6. raced |
| 2. noted | 7. shade |
| 3. hate | 8. shaded |
| 4. hated | 9. hope |
| 5. race | 10. hoped |

E

LOOK AGAIN

Find the Root. After reading the directions, review the meaning of the term *root word* with pupils. Discuss item 1 with them. Have them pronounce the first word in the line and ask them what ending (ed or ing) it has. Then have them pronounce each of the other words in that line to confirm that race is the root.

Creepy Crawler. To make sure pupils understand the instructions, do item 1 with them. Remind them that they should drop the final e before adding an ending to the root.

LOOK AHEAD

Word Families. The first word in each pair is the root of a list word for this unit. The second word in each pair is a nonlist word. Notice that this activity introduces the ending er and that this ending is used according to the second formula on page 101. Creating word families will increase pupils' understanding of the formulas.

Add the Ending. The first step of this activity checks pupils' understanding of the concept of root word. The second step reinforces their understanding of the second formula. The third step provides practice in using words in context.

Answers:

1. shaking, waving
2. smiling, storing, baked

Emphasis—Dropping the final *e* before adding endings beginning with *i* or *e*.

Additional Resources—Use Enrichment Activity 25: Willy Word.

A

Words and Pictures. Remind pupils that they can find the missing words by looking in the word groupings. Tell them that the questions you will ask will help them find those missing words.

For sentence 1, ask: "What is Sam doing to the branches as he races down the tree? Which list word tells you what he's doing with the hand that isn't holding the pie?"

For sentence 2, ask: "What expression does Sam have on his face? What do squirrels do to prepare for winter? What list word tells what he has done to his walnut pie?"

After they have written all the words, let them discuss where Sam the Squirrel should hide his walnut pie.

To prepare pupils for the formulas, ask: "In what way are the first four words you wrote alike?" (They all end in *ing*.) "What is the ending on the

27

WORDS AND PICTURES

Complete the sentences with list words.

<u>riding</u>	voting	waving	riding	spacing	shaking	smiling
	storing	trading	striking	providing	taming	hiding
<u>baked</u>	smoked	baked	stated	refused	decided	
	raked	saved	placed			

1. Sam the Squirrel is racing down the tree,
_____ all the branches and _____ at me.



2. He is _____ because his winter
_____ will be done when he has
hidden his _____ walnut pie.
Where should he hide it?

Use list words to write a story about the squirrel.

last word you wrote for sentence 2?" (ed) "What is the root of each word you wrote?" Write each root on the chalkboard and ask: "What letter was taken from each root before the ending *ing* or *ed* was added?" (e)

Ask how the endings *ing* and *ed* are alike. (They both begin with vowels.) Emphasize that the *e* comes off only before adding an ending that begins with a vowel.

Have pupils write their stories independently and then have them underline the list words. When they have finished, they may want to exchange their stories or read them to each other.

Supplementary Activities

List Words. To introduce the rest of the list words, ask pupils to pronounce each one and name its root

word. Illustrate the meaning of any unfamiliar word by using the word in a sentence.

Pronunciation. Point out that sometimes the *ed* may sound like *t* but it is really *ed*. Ask pupils to pronounce the /d/ and /t/ sounds so that they see how similar they are.

Syllabication. Point out how *stated* differs in pronunciation from *baked* and *smoked*. Although all three *ed* forms have monosyllabic roots, *stated* is two-syllable in pronunciation.

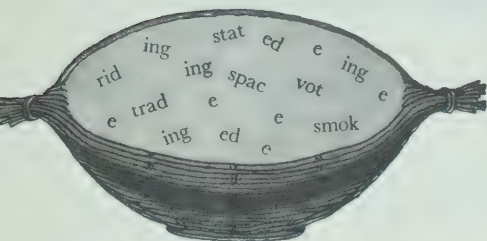
Word Meanings. Pupils may be unfamiliar with four of the list words: **providing**, **stated**, **refused**, and **decided**. If classroom dictionaries are available, have the class look up the root of each word and discuss the meanings given. If dictionaries are not available, help pupils work out a definition of each unfamiliar word. Encourage them to guess.

ADD THE ENDING

Correctly add the ending shown to each word below. Write the word you make.

Example: smile + ing = *smiling*

1. decide + ed 2. refuse + ed 3. provide + ing
4. state + ed 5. strike + ing 6. space + ing



LETTER BASKET

How many list words can you write by using the letters in this basket? Do not use the same letters twice. (Hint: You won't use some of the letters.)

riding

Drop the final *e* before adding endings beginning with the letter *i*.

baked

Drop the final *e* before adding endings beginning with the letter *e*.

Write these words: taming, hiding, raked, saved, and placed. Circle the ending in each word.

coming colour country brother something

Answers:

1. decided
2. refused
3. providing
4. stated
5. striking
6. spacing

riding, trading, spacing,
voting, stated, smoked

B

Add the Ending. Before pupils perform this activity, discuss the example with them. Ask: "What letter was taken from *smile* before *ing* was added? What is the last letter in each numbered word below the example? How will you change each numbered word before adding the ending?"

To make sure pupils understand the process of dropping the final *e* before adding the ending, do the first item on the chalkboard. Write *smile*, cross out the final *e*, and add *ing*. After pupils have written all the words, have them pronounce each one.

Letter Basket. If possible, duplicate this activity for distribution to pupils. Have them cross out each letter as they use it.

Otherwise, copy the basket on the

chalkboard and have pupils work together to find the list words. As they find each word, cross out the letters used.

After pupils have found all the list words, the letter *e* (repeated six times) will be left. Ask pupils why they did not use any of the *e*s to write the list words. (Asking this question emphasizes that the final *e* is dropped before adding an ending beginning in a vowel.)

Formulas. Read each formula, pointing out the key word that illustrates each formula. Ask: "What other examples of the first formula did you find when you did the activities on this page? What other examples of the second formula did you find?"

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work

independently.

Irregulars. In the first syllable of each of these words, the /u/ sound is spelled either *o* or *ou* rather than *u*. The schwa sound is spelled *e* in the second syllable of *brother* but *ou* in the second syllable of *colour*. Possible misspellings are "cuming," "culer," "bruther," "sumthing," and "kuntry."

1. Write the irregulars on the board; have pupils pronounce each one. Underline the key grapheme or graphemes in each word. Point out the final *e* on *some* in *something*.

2. Write the items below on the board, leaving blanks for the key graphemes. Ask pupils to supply the missing letters.

- a. c (o) ming
- b. c (o) l (ou) r
- c. c (ou) ntry
- d. br (o) th (e) r
- e. s (o) m (e) thing

3. Introduce related words to emphasize the spelling of /u/ as *o*: *come*, *colouring*, *mother*, *some*, *sometimes*, *somewhere*, *somehow*.

WRITE AND REVIEW



Copy the thank you note.

January 15,

Dear Aunt Lucy,
Thank you for taking
me to Quebec to see the
Queen. It was exciting.

Love,
Linda

06

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. dropping the final **e** before adding endings beginning with letters **i** and **e**
2. the formation of capital letters **J**, **I**, **L**, and **Q**
3. the form of a thank you note
4. the handwriting skill of writing on the base line

Read the thank you note at the bottom of the page. Ask pupils to explain why Linda wrote this note to her Aunt Lucy.

Ask pupils to name different occasions when it is nice to send a thank you note. Then review the basic parts of the thank you note on page 106: date, welcome, body of the note, closing, and signature. Be sure pupils understand that a signature is a person's name written in cursive.

On the chalkboard, write capital

letters **J** and **I**; **L** and **Q**. Point out that these letters begin the words **January**, **It**, **Linda**, and **Queen** that appear in the thank you note. Review the formation of capitals **J** and **I**. Point out the similarity in the beginning stroke of these letters.

Review the formation of capital letters **L** and **Q**. Point out that the end stroke of capital **Q** is the reverse of the end stroke in capital **L** and that the end strokes dip below the base line and then curve back up to touch it. Remind pupils that the letter following **Q** or **L** in a word is written on the base line just above or inside the dip. Illustrate this by writing the words **Linda** and **Queen**.

Have pupils copy the thank you note. Remind them that every word should rest on the base line. Point out that they should complete the date by writing in the current year.

Write the word **taking** on the chalkboard. Ask pupils to tell you the root of this word. Be sure it is understood that the root of **taking** is **take**. Remind pupils that in **take**, and in other words ending with **e**, the final **e** is dropped before adding endings beginning with the letters **i** and **e**.

D

Unit Quiz

The quiz for this unit is on page 9T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than sixteen correct answers shows that the pupil should do the Look Again activities. Sixteen or more correct answers shows that the pupil should do the Look Ahead activity.

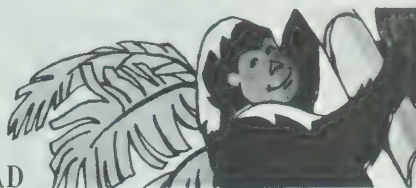


LOOK AGAIN

ADD THE ENDING

1. Add the ending **s** to each root word below.
vote trades refuse
store provide wave
2. Add the ending **ing** to each root word above.
3. Add the ending **ed** to each root word above.

What do you do to the words when you add the endings **ing** and **ed** that you don't do when you add **s**?



LOOK AHEAD

Arbie's Adventures

In a far-off jungle, there live a gorilla name Arbie. Arbie spent all day swing from the tree tops and gobble bananas. But after a while, he was bore with leap from tree to tree. He was tire of eat bananas. So Arbie decide to walk to town. On his way, he saw a girl fish in a lake surround by tall grass.

COMPLETE THE STORY

1. Add endings to the underlined words so that the story, "Arbie's Adventures," makes sense.
2. What do you think happened next? Finish the story.

Answers:

LOOK AGAIN

Root Words	Root Words with Endings
ride	voting
shake	waving
smile	baked
trade	smoked
	striking
	stated

1. votes trades refuses
stores provides waves
2. voting trading refusing
storing providing waving
3. voted traded refused
stored provided waved

remove the letter **e**

LOOK AHEAD

1. lived bored decided
named leaping fishing
swinging tired surrounded
gobbling eating
2. Answers will vary.

E

LOOK AGAIN

Sort the Words. On the chalkboard, show pupils how to make the two columns. Then read each word below, pausing for pupils to sort and write each one.

- | | |
|-----------|-------------|
| 1. voting | 6. smoked |
| 2. ride | 7. striking |
| 3. waving | 8. smile |
| 4. shake | 9. stated |
| 5. baked | 10. trade |

When you check pupils' work, notice the reasons for any errors. Make sure pupils understand why and how they erred. A pupil may sort a word correctly but misspell it, or he or she may sort the word incorrectly but spell it correctly.

Add the Ending. This three-step activity reinforces the unit formulas by contrasting the ending **s** to the endings **ing** and **ed**. After reading the instructions for section 1, do the first item with pupils. Then have them do the other items as a group. Write the six words in a column on the board.

Then have pupils do sections 2 and 3 as a group; write the six words for each section in two columns beside the first column.

After reading the final question, ask pupils to compare the three forms of each word. Let pupils discuss the final question until they arrive at an answer.

LOOK AHEAD

Complete the Story. Each key word in this story must be changed to fit the grammatical function and posi-

tion of the word. By adding endings to the words, pupils will become more aware of how context determines spelling. Reading each sentence of the story aloud first will help pupils discover what endings should be added.

Notice that of the eleven words, only six have a final **e**. The other five do not change when endings are added.

Supplementary Activity

Complete the Story. If possible, duplicate the story below for distribution or write the story on the chalkboard. After pupils have provided endings for all the words, let them discuss how the story might end.

Jane and I had decide (**ed**) to leave at noon. We were make (**ing**) our first trip in a new canoe. Wave (**ing**) good-bye, we shove (**ed**) the canoe into the stream. Soon we felt the current drive (**ing**) us downstream. The trees on each side of the stream seemed to be race (**ing**) by us.

Answers:

2. flapping
3. batting
4. swimming
5. letting
6. shopping

Emphasis—Doubling the final consonant before adding *ed* or *ing*.

Additional Resources—Use Enrichment Activities 26 and 27: Double-the-Letter Crossword and Making the Headlines.

A

Throughout the unit, it should be emphasized that under certain conditions, the final consonant is doubled when adding an ending beginning with a vowel. This will lay the groundwork for understanding all parts of the doubling rule presented in later grades. This is one of the hardest rules pupils will have to learn.

Puzzle Pieces. Before having pupils do this activity, discuss item 1 with them. Point out that to make **hopped** from **hop**, the final **p** had to be doubled. Ask: "What word would you have if you added *ed* to **hop** without doubling the **p**?" (**hoped**)

As pupils work on items 2 through 6, remind them that the shapes of the puzzle pieces provide clues to making the words. Point out that each item

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PUZZLE PIECES

Put the puzzle pieces together to make list words.

cutting

batting

begging

cutting

digging

hitting

patting

letting

rubbing

flapping

shopping

swimming

sitting

hopped

hummed

petted

hopped

slammed

slipped

mapped

canned

stepped

Use other list words and draw and cut out your own puzzle pieces.

108

shows three puzzle pieces. Ask pupils if the puzzle pieces would fit together without the extra consonant pieces. (They have been designed so that they cannot fit without the extra consonant piece.) See also page 112.

Have pupils make their own puzzle pieces. When they have finished, you may want them to exchange their puzzles with each other.

Supplementary Activity

List Words. To introduce pupils to the rest of the list words, have them pronounce each one. Ask them what the root of each list word is.

B

Add the Ending. Explain to pupils that they must do two steps for each item in the activity. They must (1) find the root word by dropping both the ending and the doubled consonant and (2) add another ending, doubling the final consonant of the root word.

Adding Machine. Have pupils put cut through the machine. Ask: "What went on inside the machine when you put cut into it?" (The final consonant **t** was doubled when *ing* was added.)

Formulas. In one of the formulas, the term "consonant-vowel-consonant"

ADD THE ENDING

Find the root word of each word below.
Double the final consonant and add **ed**.

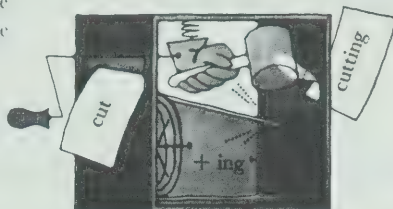
Example: slipping *slipped*

- | | |
|------------|-------------|
| 1. humming | 3. hopping |
| 2. petting | 4. slamming |

ADDING MACHINE

How does the machine change the root word before it adds **ing**? Write each word as it comes out.

- | | |
|--------|--------|
| 1. cut | 4. hit |
| 2. beg | 5. rub |
| 3. dig | |



cutting

In one-syllable words with consonant-vowel-consonant spellings, double the final consonant to add **ing**.

hopped

In one-syllable words with C-V-C spellings, double the final consonant to add **ed**.

Write these words: **patting**, **sitting**, **mapped**, **canned**, and **stepped**. Circle the ending in each word.

● about again around away ago ●

Answers:

1. hummed
2. petted
3. hopped
4. slammed

It doubles the final consonant.

1. cutting
2. begging
3. digging
4. hitting
5. rubbing

double the final consonant before adding **ing** and **ed**.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. The first syllable of each of these irregulars is the schwa sound spelled **a**. Because this sound is often spelled in other ways, pupils might produce such misspellings as "igo" or "uway." In the second syllable of every word except **ago**, the vowel sound is spelled with two letters rather than one.

1. Write the words on the board and have them pronounced. Lead pupils to see that the first syllable in every word is a single sound and that this "uh" sound is spelled **a**.

2. Write the words on the board, leaving blanks for all the vowel graphemes. Pronounce each irregular and ask pupils to supply the missing letters.

3. Challenge pupils to use all the irregulars in a few written sentences.

is shown in its spelled-out form. But in the other formula, the term is shown in its abbreviated form: C-V-C.

Explain to pupils that C stands for the word "consonant" and V for the word "vowel." On the chalkboard, make a chart like the following.

C	V	C
h	o	p

Have pupils add to this chart by writing **cut** underneath **hop**. Point out that **swim** would be written like this:

	C	V	C
s	w	i	m

Ask them to write **slam** under **swim** on the chart.

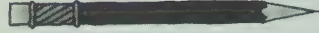
After reading the formulas, illustrate them by writing **hop** and **cut** as they go through the stages of becoming **hopped** and **cutting**. Ask pupils for other examples of each formula.

Contrast words such as **boss**, **buzz**, **tell**, or **heap** by trying to fit them into the C-V-C chart. Emphasize that only words following the C-V-C pattern

Answers:

shopping
hopped
slipped
swimming

WRITE AND REVIEW



On your paper, write the **ed** or **ing** form of the underlined word.

Mother likes to shop.

She went _____ today.



Rabbits like to hop.

Billy _____ on one foot.

Be careful not to slip.

I just _____ on the ice.



Do you like to swim?

I go _____ every day.

C

110

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **shopping**, **hopped**, **slipped**, and **swimming**
2. the doubling of the final consonant to add **ed** and **ing**, in one-syllable words with the C-V-C spellings
3. the basic handwriting skills of writing on the base line and slant

Write the word **stop** on the chalkboard. Then write the following incomplete sentences:

I want to _____ at the store.

Tom _____ at the store.

Ann and Bill are _____ at the store.

Ask pupils how they would use the word **stop** in the first sentence. (the root word **stop**) Write the word **stop** in the sentence. Ask pupils what form

of **stop** belongs in the second sentence. (the word **stopped**) Write the word **stopped** in the second sentence. Ask pupils what form of **stop** belongs in the third sentence. (the word **stopping**) Write the word **stopping** in the third sentence. Ask pupils how the word **stop** was changed to make the words **stopped** and **stopping**. Be sure pupils notice that the final consonant was doubled before the **ed** and **ing** endings were added. Remind pupils that in one-syllable words with the C-V-C spellings, the final consonant is doubled before **ed** and **ing** are added.

Have pupils open their books to page 110. Read the directions at the top of the page and have pupils complete the activity.

Remind pupils that every letter should be made on a slant and that each word should be written on the base line.

When pupils have finished writing the words **shopping**, **hopped**, **slipped**, and **swimming**, make two long writing spaces on the chalkboard. Assign each of the sentence pairs to several of the pupils. Have each pupil write the word that was missing in his sentence pair. Remind each pupil to move his entire writing arm when writing at the chalkboard.

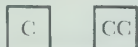
Call upon other pupils to read the sentence pairs and include the correct form of the underlined word. As sentence pairs are read, guide pupils in checking the spelling of the words on the chalkboard and on their papers.

You might want to continue this activity by writing the root of other list words on the chalkboard and having pupils show you how the **ed** or **ing** form of the word is spelled.

LOOK AGAIN

SHOW ME

Make a card with C on it, and one with CC on it.



Hold up the correct card for each list word your teacher says.

FIND THE ROOT

Number your paper from 1 to 6. Write the root of each word your teacher says.

LOOK AHEAD

ADD THE ENDING

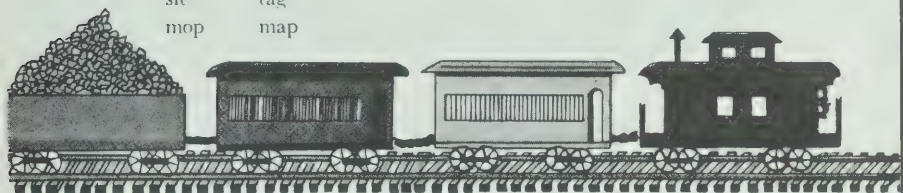
Use the formulas in this unit to make new words. Add **ing** to the words in the first column. Add **ed** to the words in the second column.

ing	ed
run	rip
kid	dot
sit	tag
mop	map

MEAN-ALIKES

Write the list word that means nearly the same as each word below.

1. jumped
2. hitting
3. dropped
4. pleading
5. shoveling



111

D

Unit Quiz

The quiz for this unit is on pages 9T and 10T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than sixteen correct answers indicates that the pupil should do the Look Again activities. Sixteen or more correct answers indicates that the pupil should do the Look Ahead activities.

E

LOOK AGAIN

Show Me. Provide each pupil with two cards. After each pupil has written C (single consonant) and CC (double consonant) on his or her cards,

dictate the first list of words below. To provide more practise, dictate the second list.

First List

1. dig (C)
2. digging (CC)
3. rub (C)
4. rubbed (CC)
5. slammed (CC)
6. slamming (CC)
7. slams (C)

Second List

1. swim (C)
2. swimming (CC)
3. swims (C)
4. slips (C)
5. slipped (CC)
6. slipping (CC)
7. cuts (C)

Find the Root. This activity requires that pupils mentally subtract

Answers:

LOOK AGAIN

1. slip
2. swim
3. rub
4. dig
5. cut
6. slam

LOOK AHEAD

ing **ed**

running	ripped
kidding	dotted
sitting	tagged
mopping	mapped

1. hopped
2. batting
3. slipped
4. begging
5. digging

word endings. Dictate the first list of words below. If you wish, dictate the second list also.

First List

1. slipped (slip)
2. swimmer (swim)
3. rubbing (rub)
4. digs (dig)
5. cutting (cut)
6. slammed (slam)

Second List

1. letting (let)
2. flaps (flap)
3. shopped (shop)
4. hitting (hit)
5. begging (beg)
6. humming (hum)

LOOK AHEAD

Add the Ending. This activity is designed to provide additional experience with the formulas. Suggest to pupils that they pronounce the words they write.

Mean-Alikes. Notice that the endings on the numbered words provide clues to the answers. Encourage pupils to check classroom dictionaries for any unfamiliar words.

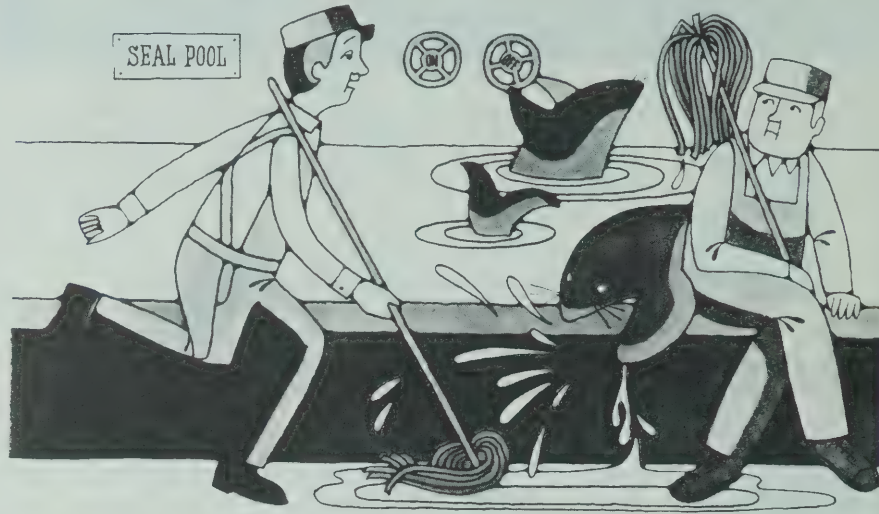
Answers:

plugged
stopped
running
shutting
mopping

29

BIG PICTURE

getting	mopping	running	winning	clapping	planning	bossing
	getting	shutting	skipping	spinning	stepping	sunning
hugged	dropped	grabbed	hugged	plugged	stopped	
	pinned	chopped	tugged			



Your teacher will ask you some questions about the Big Picture. Look at the picture and answer the questions with list words.

Show other list words in your own big picture. Write the words that are in your picture.

112

A

Big Picture. This version of Big Picture asks pupils to locate list words that describe actions rather than objects. To elicit responses with the appropriate inflectional endings, ask: "What has the first seal done with his flipper? With the hole plugged, what has happened to the water? The water has stopped doing what? What is the other seal doing with the faucet? What had the keeper been doing before the seals plugged the hole and stopped the water?"

After pupils have completed the activity, have them pronounce all the answers. Ask: "Which two words end in *ed*? What is the root of each word that ends in *ed*? Which three words end in *ing*? What is the root of each word that ends in *ing*? What two con-

sonants do you see before the ending on each word?"

To emphasize that the final consonant must be doubled before adding *ed* or *ing*, you might want to write on the board each answer to Big Picture, omitting the doubled consonant. Then pronounce each misspelling: "plüged," "stöped," "rüning," "shüting," "möping."

Have pupils draw their own big pictures. When they have finished, you might want them to exchange papers and look for the pictures of list words.

Supplementary Activities

List Words. Have pupils pronounce the remaining list words and ask them

to identify the root word of each list word.

Composition. Pupils might like to write a story suggested by some of the list words. Encourage them to draw pictures for their stories.

B

Add the Ending. After reading the directions, demonstrate the doubling process by first writing *skip* on the board, adding *p*, and then adding *ing*.

Pronounce each root word and have pupils write the root. Then have them add the ending shown for each word.

Adding Machine. Have pupils put

ADD THE ENDING

Write the root word your teacher says, double the final consonant, and add the ending.

Example: skip + ing =

skipping

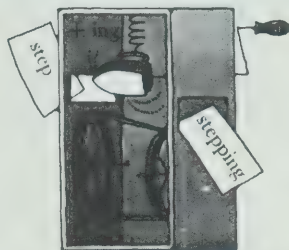
1. spin + ing
2. hug + ed
3. drop + ed
4. grab + ed

ADDING MACHINE

Put these root words into the machine. How does the machine change the root word before it adds ing?

Write the words as they come out.

1. step
2. get
3. win
4. clap
5. plan



getting

In one-syllable words with C-V-C spellings, double the final consonant to add ing.

hugged

In one-syllable words with C-V-C spellings, double the final consonant to add ed.

Write these words: **bossing**, **sunning**, **pinned**, **chopped**, and **tugged**. Circle the double consonants in each word.

● don't won't couldn't wouldn't shouldn't ●

113

Answers:

1. spinning
2. hugged
3. dropped
4. grabbed

It doubles the final consonant.

1. stepping
2. getting
3. winning
4. clapping
5. planning

step through the machine. Ask them what comes out. Be sure everyone understands that the **p** had to be doubled. After pupils complete the activity, ask them to describe what went on inside the machine.

Formulas. Before reading the formulas, review the C-V-C chart discussed in the teacher's notes on page 109. Illustrate each formula with several list words. Point out that if the final consonant is not doubled when endings are added to the root words, the short vowel sounds become long vowel sounds: for example, **mopped** becomes **moped**.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand

what they are to do, have them work independently.

Irregulars. Writing contractions correctly requires mastery of both punctuation and spelling.

1. On the chalkboard, write the contractions in a column. Lead pupils to see that the five words are shortenings of **do not**, **will not**, **could not**, **would not**, and **should not**, respectively. Explain that the apostrophe stands for letters left out when two words were joined. Emphasize that the apostrophe does not stand for a sound.

2. Write the words on the chalkboard, leaving out the apostrophes and not providing any visual clues as to where the apostrophe belongs in each word. Ask pupils to tell you

where each apostrophe should be placed.

3. Repeat the above activity with the contractions presented in Unit 24, page 93.

4. Challenge pupils to use all the contractions in a few written sentences.

Supplementary Activities

Subtracting Machine. Have pupils make a subtracting machine. Ask them to put all of the **ing** list words through that machine and write the root words as they come out. Then have them explain what the subtracting machine took from each **ing** list word.

Add the Ending. Have pupils try to add **ed** to the root word of every **ing** list word. Lead them to see that the past tense form of some of the root words is irregular: **run—ran**, **get—got**, **shut—shut**, **win—won**.

Answers:

clapping, dropped, getting, plugged,
running, skipping, spinning, stopped

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

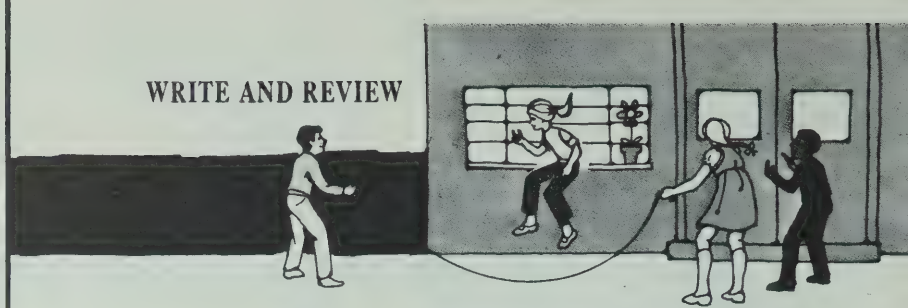
1. the spelling of the list words **clapping**, **dropped**, **getting**, **plugged**, **running**, **skipping**, **spinning**, and **stopped**
2. the doubling of the final consonant to add **ed** and **ing** in one-syllable words with C-V-C spellings
3. alphabetical order
4. the basic handwriting skills of letter size and slant

Place the following word pairs on the chalkboard: **drop**, **dropped**; **run**, **running**. Have pupils use each word in a sentence. Then ask pupils how **drop** was changed to make **dropped**; how **run** was changed to make **running**. Remind pupils that in one-syllable words with C-V-C spellings, the final consonant is doubled before adding **ed** and **ing**.

Review the meaning of alphabetical order. Be sure pupils understand that they will look at the second letter in words that begin with the same letter in deciding which word will come first in alphabetical order.

Read the directions for the first activity. Before pupils write the words

WRITE AND REVIEW



Write the words in alphabetical order.

dropped

skipping

running

spinning

clapping

plugged

getting

stopped

Write a complete sentence about the children in the picture.

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in alphabetical order, remind them to make every letter the correct size. (Remind pupils that letters **d**, **p**, and **t** are only two-thirds of a space high and that the descender extends about a half space below the base line.) Also stress that the letters in each word are on a slant.

When pupils have finished, have the words read in alphabetical order.

Review the essentials of a complete sentence. Then have pupils write a complete sentence about the children in the picture at the top of the page.

D

Unit Quiz

The quiz for this unit is on page 10T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than sixteen correct answers indicates that the pupil needs to do the Look Again activities. Sixteen or more correct answers indicates that the pupil should do the Look Ahead activities.

LOOK AGAIN

RHyme PAIRS

Write a list word that rhymes with each word below.

1. grinning 4. dropping
2. flapping 5. letting
3. shopped 6. slugged

FIND THE ROOT

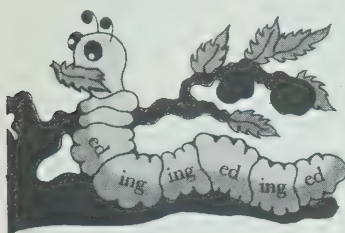
Write the word in each line that is the root word of the first word.

1. stopped	stopping	stop	stopped
2. plugged	plugging	plugged	plug
3. dropping	dropped	dropping	drop
4. grabbed	grab	grabbing	grabbed
5. skipping	skipped	skip	skipping

LOOK AHEAD

CREEPY CRAWLER

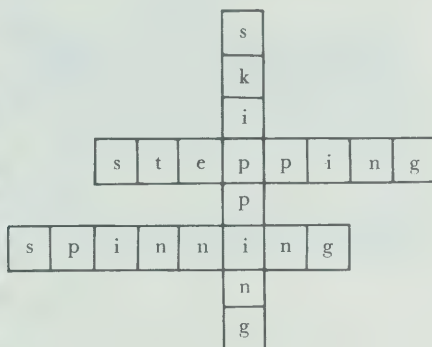
Here's the Creepy Crawler. He has a word ending on each of his sections. Add an ending to each root word below to make a new word.



1. pad 3. rap 5. nod
2. tip 4. sop 6. snip

MAKE A CROSSWORD

Continue the crossword below, using list words from Units 28 and 29.



Answers:

LOOK AGAIN

1. spinning, winning
2. clapping
3. stopped, dropped
4. mopping
5. getting
6. hugged, plugged

1. stop
2. plug
3. drop
4. grab
5. skip

LOOK AHEAD

1. padded, padding
2. tipping, tipped
3. rapping, rapped
4. sopped, sopping
5. nodding, nodded
6. snipped, snipping

Answers will vary.

rather work together, have them copy the beginning of the crossword in the middle of the chalkboard or in the middle of a big piece of paper and then have them continue from there.

Supplementary Activities

Add the Ending. Ask how the endings **ed** and **ing** are alike. (They both begin with vowels.) Ask pupils to add the ending **s** to several of the root words. Ask: "Did you double the final consonant or not?" Point out that only endings beginning with a vowel cause some root words to double their final consonants.

Irregular Verbs. Ask pupils what word we say instead of "shutted" (**shut**), instead of "dugged" (**dug**), instead of "swimmmed" (**swam**). To introduce this activity, ask: "What do you say—'I shut the door,' or 'I shutted the door?'"

E

LOOK AGAIN

Rhyme Pairs. Check pupils' work to see if anyone forgot to double the final consonant when writing the answers. If anyone did, pronounce each error to show how the misspelling might confuse the reader.

Find the Root. Do the first item with pupils. If there is any confusion, tell them that the root word always ends in a single consonant.

LOOK AHEAD

Creepy Crawler. This activity checks pupils' understanding of the formulas by asking them to apply the formulas to nonlist words.

Make a Crossword. Point out to pupils that they may continue the crossword in all four directions.

Pupils may want to compete to see who can produce the largest legitimate crossword. If pupils do work independently, provide them with graph paper, if available. If they would

Answers:

1. bottle, table
2. able, battle
3. little

Emphasis—Sounds and spellings of two-syllable words ending in *le*.

Additional Resources—Use Enrichment Activity 29: Able Abel.

A

Words and Pictures. Tell pupils that your questions about the pictures will help them find the missing words for the sentence blanks.

For sentence 1, ask: "Where have the ships come from? What are they on top of?" For sentence 2, ask: "What list word would you use for the first blank? What list word means nearly the same as **fight**?" For sentence 3, ask: "Which list word tells you what size the ships are?"

To make pupils aware of the sounds and spelling patterns of the words, ask: "What sound do you hear in the first syllable of each word you wrote? (Have pupils pronounce each word and then its vowel sound alone.) What two letters do you see at the end of each word you wrote? Which words have one consonant before the **le**? Which words have a long vowel sound in the first syllable? Which words have two consonants before the **le**? Which words do not have a long vowel sound in the first syllable?"

Have pupils draw their own big pic-

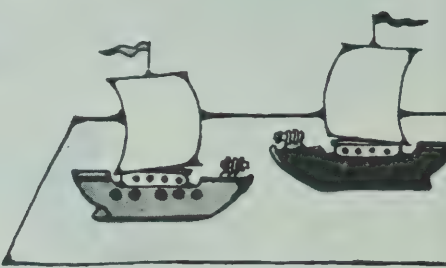
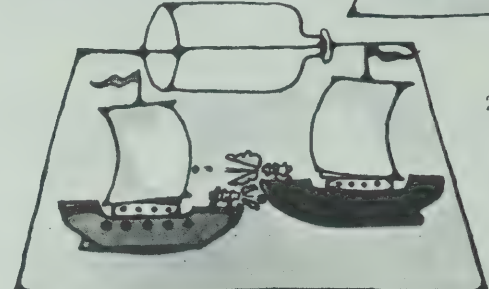
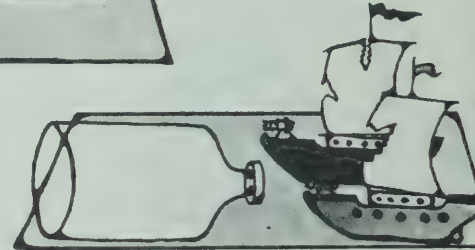
30

table	able	stable	table	title	Bible	fable	staple
handle	apple	saddle	battle	handle	settle	single	
	simple	little	bottle	uncle	candle	riddle	
	cattle						

WORDS AND PICTURES

Complete the sentences with list words.

1. Two ships from a _____
fought a great battle on
top of a _____.
2. No ship was _____ to win
the _____.
3. So both _____ ships
sailed back to their bottle.

Draw a big picture showing list words or words that rhyme with list words. Write the words that are in your picture.

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tures. When they have finished, you might want them to exchange papers and look for the pictures of list words or words that rhyme with list words.

Supplementary Activity

List Words. To introduce pupils to the rest of the list words and to prepare them for the unit formulas, pronounce a word from the first grouping and contrast it by pronouncing a word from the second grouping. Continue until you have pronounced all the list words.

Lead the pupils to see that the two groupings of words differ primarily in the vowel sound of the first syllable. All the words in the first grouping have the long vowel sound; all those

in the second grouping have the short vowel sound. Point out that the words in both groupings end in *le*. Ask them how many consonants they see before the final *le* in each word.

B

Sound in the Word. On the chalkboard, show pupils how to make the two columns and how to head them. To make sure everyone understands this activity, have pupils pronounce **able** and **apple** until they hear the difference in vowel sound. Tell pupils that as you say each word, they should look for the correct list word on the opposite page and then write that word in the proper column.

SOUND IN THE WORD

Make two columns on your paper. Label one "Long Vowel Sound," and label the other "Short Vowel Sound." When your teacher says a word, write it in the correct column.

Long Vowel Sound

able

Short Vowel Sound

apple

SPELL THE SOUND

Use the formulas found below to write the correct spelling of each dictionary respelling below.

Example: /ung'kl/

uncle

1. /set'l/

3. /nō'bl/

2. /han'dl/

4. /pud'l/

table
handle

Letters that tell you the sound of a vowel are called **signals**.

table

One consonant before a final **le** is a long vowel **signal**.

handle

Two consonants before a final **le** are a short vowel **signal**.

Write these words: **fable**, **staple**, **candle**, **rid-
dle**, and **cattle**. Circle the consonants before
the **le** in each word.

● young cousin money hundred enough ●

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1. stable
2. simple
3. title
4. saddle
5. single
6. Bible

Spell the Sound. Explain that each item shows us how to pronounce a word. (You might want to return to page 51 of Unit 13 and review the section on dictionary respellings.)

Pronounce the example word. Ask: "How many consonants do you see before the final **le**? What vowel sound do you hear in the first syllable?" Note that items 3 and 4 are not list words.

Formulas. Read the first formula; explain that in the key words the underlined letters are signals. To help pupils understand the term **signal**, ask them what traffic signals do. Just as traffic signals tell automobile drivers

what to do, these signals tell how to pronounce a word.

Then read the second formula. Explain that the consonant before the final **le** in **table** is a signal to pronounce the first syllable of **table** with a long vowel sound. Ask pupils for other words like **table**.

After reading the third formula, explain that the two consonants before **le** in **handle** are a signal to pronounce the first syllable of **handle** with a short vowel sound. Ask pupils for other examples.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. All of these words con-

Answers:

Long Vowel
Sound

stable
title
Bible

Short Vowel
Sound

simple
saddle
single

1. settle
2. handle
3. noble
4. puddle

tain the /u/ sound. In all words except **hundred**, /u/ is unexpectedly spelled **o** or **ou**. In **hundred**, /u/ is spelled **u**, as we would expect. **Hundred** is troublesome only because it is sometimes mispronounced as "hunnerd" or "hunert."

1. Write the items below on the chalkboard, leaving blanks for the letters in parentheses. Pronounce each word and ask pupils for the missing letters.

- a. y (ou) ng
- b. c (ou) sin
- c. en (ou) gh
- d. m (o) ney
- e. hun (dred)

2. Ask pupils to pronounce each word and to circle the letter or letters that stand for the /u/ sound in each word.

3. First have pupils pronounce **hundred** and then each of its syllables. If any mispronounce the second syllable, have them practise saying and writing the word.

Answers:

table, handle, saddle, bottle, apple

WRITE AND REVIEW



Write the list words that are hidden in the picture.

Copy the story.

Using list words, add a sentence of your own.

John lives on a farm.

Every day after school

he rides his pony.

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C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **table**, **handle**, **bottle**, **apple**, and **saddle**
2. the lesson that one consonant before final **le** is a long vowel signal; that two consonants before final **le** make up a short vowel signal
3. the Six Basic Handwriting Skills

Call pupils' attention to the picture at the top of the page. Guide pupils in finding the list words that are "hidden" in the picture. Have pupils write the name of each word that is pictured.

After all list words have been written, ask:

1. What vowel sound is heard in the first syllable of each word? (The /a/ sound is heard in **apple**, **handle**, and **saddle**; /ā/ in **table**; /o/ in **bottle**.)

2. How many consonants come before the vowel and **le** in each word? (There are two consonants between the vowel and **le** in **apple**, **bottle**, **handle**, and **saddle**; one consonant between the vowel and **le** in **table**.)

Conclude by reminding pupils that one consonant before the final **le** signals a long vowel sound and that two consonants before a final **le** signal a short vowel sound.

Read the directions for the final exercise on the page. Be sure pupils understand that they are to copy the story and then add a sentence of their own. Before pupils begin this activity

review the meaning of each of the Six Basic Handwriting Skills (size, shape, slant, spacing, sitting on a base line, style). Tell pupils to use each skill in copying the sentences and in writing their own sentences.

D

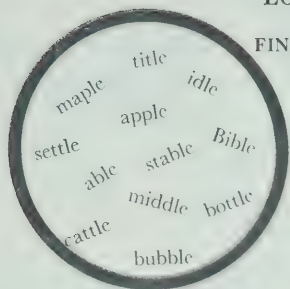
Unit Quiz

The quiz for this unit is on page 10T. Have each pupil mark his or her Spelling Progress Chart.

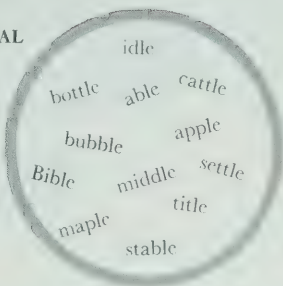
Fewer than sixteen correct answers shows that the pupil should do the

LOOK AGAIN

FIND THE SIGNAL



Write the words that have a short vowel signal.

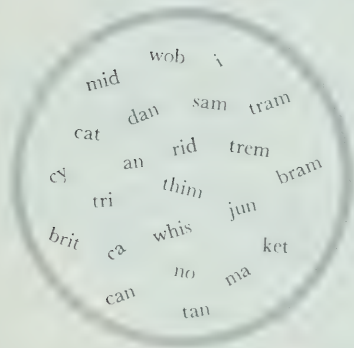


Write the words that have a long vowel signal.

LOOK AHEAD

JOIN THE SYLLABLES

Write as many words as you can by adding the syllables in the circle to the syllables in the box.



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Look Again activity. Sixteen or more correct answers indicates that the pupil should do the Look Ahead activity.

E

LOOK AGAIN

Find the Signal. Review the three formulas with pupils. Remind them that they can figure out what kind of vowel signal a word has by deciding how many consonants come before the final le. Encourage pupils to pronounce the words.

After pupils have written the words for each part of the activity, have them check their own work against the formulas on the preceding page.

LOOK AHEAD

Join the Syllables. You might tell pupils that twenty-three words can be produced for this activity.

Supplementary Activities

Word Meanings. Have pupils guess the meanings of the words they made for Join the Syllables. Then have them

check their guesses against dictionary definitions or your definitions.

Composition. Invite pupils to write a story using at least three of the words they made for Join the Syllables. Point out that many of the words suggest actions.

Practice with Formulas (Nonlist Words). To introduce words similar to the unit list words, write the words below on the chalkboard and ask pupils to tell which words are like **table** and which are like **handle**.

- | | |
|------------|------------|
| 1. ankle | 7. fiddle |
| 2. bridle | 8. cable |
| 3. bugle | 9. giggle |
| 4. cripple | 10. jingle |
| 5. angle | 11. marble |
| 6. jangle | |

Answers:

1. salt
2. yawn
3. call
4. straw
5. song
6. along

Emphasis—The /ô/ sound spelled aw, a, or o.

Additional Resources—Use Enrichment Activity 30: Scorecard Game.

A

Puzzle Pieces. The shapes of the puzzle pieces provide clues to the spellings. To provide more help, you might want to ask a clue question for each item:

1. What usually goes with pepper?
2. What is a sign that someone is sleepy?
3. What do you use the telephone for?
4. What list word means nearly the same as hay?
5. What means nearly the same as tune or melody?

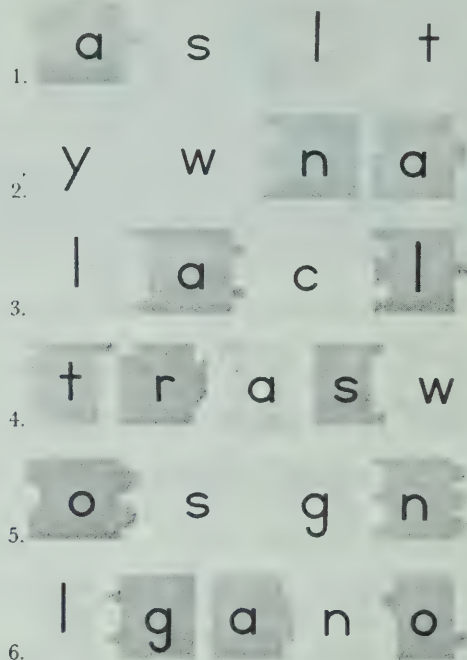
6. What is a word that means nearly the same as beside?

After pupils have written all six words, have pupils pronounce each word. Ask: "What vowel sound do you hear in all the words? In what way are yawn and straw alike in spelling? How are song and along alike in spelling? Are salt and call alike in any way? What two letters do you see in both of those words?" Let pupils discuss the above questions but do not expect them to discover the formulas at this point.

PUZZLE PIECES

Put the puzzle pieces together to make list words.

dawn	lawn	yawn	draw	dawn	straw	claw	paw
call	talk	walk	call	salt	always	malt	wall
long	along	belong	song	long	wrong		



Draw and cut out your own puzzle pieces. Use list words or other words that rhyme with list words.

Have pupils make their own puzzle pieces. When they have finished, you may want them to exchange their puzzles with each other.

Supplementary Activity

List Words. Have pupils pronounce each of the remaining list words. Ask pupils to explain the similarities they see between the puzzle words and the rest of the list words. Lead them to see that the /ô/ sound can be represented by aw, a, or o.

MEAN-ALIKES

Write the list word that means nearly the same thing as each word below.

- | | |
|------------|-----------|
| 1. grass | 4. stroll |
| 2. sunrise | 5. hay |
| 3. forever | 6. speak |

SPELL THE SOUNDS

Write the correct spelling for each of the dictionary respellings below.

- | | |
|-----------|---------------|
| 1. /drô/ | 3. /lông/ |
| 2. /rông/ | 4. /bi lôn'g/ |

dawn

The /ô/ sound is usually spelled **aw**.

call

The /ô/ sound followed by **l** is usually spelled **a**.

long

The /ô/ sound followed by **ng** is usually spelled **o**.

Write these words: **claw**, **paw**, **malt**, and **wall**.
Circle the letter or letters that spell the /ô/ sound in each word.

● sea tea please people receive ●

B

Mean-Alikes. This activity is designed to increase pupils' understanding of word meanings. To help pupils find the synonyms, use each numbered item in a sentence and ask pupils what list word they could substitute for the numbered item. The following context sentences are suggested:

- The boy and his dog played on the **grass**.
- The farmers get up at **sunrise**.

- Will the war last **forever**?
- The old people went for a **stroll**.
- The lamb was born in the **hay**.
- I will **speak** to him on the phone.

Spell the Sounds. You might want to do this activity after pupils study the formulas.

Remind pupils that each numbered item is the dictionary's way of telling us how to pronounce a word. Tell them that the symbol /ô/ stands for the /ô/ sound and that the sound can be spelled three different ways. Pronounce each item for them and have

Answers:

- lawn
- dawn
- always
- walk
- straw
- talk

- draw
- wrong
- long
- belong

them look for the correct list word on the opposite page.

Formulas. These three formulas describe the three ways of spelling the /ô/ sound. As you read each formula to the class, point out the key word and ask pupils for other examples of the formula.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. Each of these /ē/ words is potentially confusing. **Sea** and **tea** might be confused with their homonyms, **see** and **tee**. Pupils might omit the final **e** on **please** because that **e** seems to have no function. In **people**, the /ē/ sound is unexpectedly spelled **eo**. In **receive**, the most commonly misspelled of the **ei** and **ie** words, the same sound is spelled **ei**.

1. Write the five words on the chalkboard in a column and have them pronounced. Ask pupils what letters stand for the /ē/ sound in each word and underline those letters in the words on the board.

2. Write the words on the board, leaving a blank for the /ē/ grapheme in each word. Pronounce each complete word and ask pupils to write in the missing letters.

3. Challenge pupils to use all five words in one or two written sentences.

Answers:

always
closing
draw
walk
wrong
yawn

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of the list words **al-ways**, **draw**, **walk**, **wrong**, and **yawn**
2. the /ô/ sound spelled by **aw**, **a**, and **o**
3. the formation of the six basic connectives
4. alphabetical order
5. the basic handwriting skills of shape and writing on the base line

Call attention to the objects at the top of the page. Point out that the coloured part of each object stands for the shape of one of the six basic connectives. Point out one example of each of the connectives in the words at the bottom of the page:

1. the undercurve connecting **d** and **r** in **draw**
2. the overcurve connecting **r** and **o** in **wrong**
3. the long undercurve connecting **y** and **s** in **always**
4. the long overcurve connecting **y** and **a** in **yawn**

WRITE AND REVIEW



Write the words in alphabetical order. Check each connective.

closing

yawn

always

walk

wrong

draw

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5. the horizontal connecting **w** and **r** in **wrong**
6. the bridge connecting **w** and **a** in **walk**

Using **closing** as an example, point out that small **s** is left slightly open when it follows small **o**.

Review the meaning of alphabetical order. Ask pupils what they must do when they find two words that begin with the same letter. Remind pupils to look at the second letter in each word when deciding which of the two words will come first in alphabetical order.

Have pupils write the words in alphabetical order. Remind them that

the words are to be written on the base line and should resemble the words in the book. Tell pupils to check each connective that they form.

When pupils have finished this activity, have the words read in alphabetical order. Then write the words **walk**, **wrong**, and **yawn** on the chalkboard. Ask pupils to name the vowel sound in each word. (the /ô/ sound) Ask how the vowel sound is spelled in each word. (The /ô/ sound is spelled **a** in **walk**, **o** in **wrong**, and **aw** in **yawn**.) Conclude by reminding pupils that the /ô/ sound may be spelled by **aw** and by the **a + l** and **o + ng** patterns.

LOOK AGAIN

RHYME PAIRS

Write a list word that rhymes with each word below.

- | | |
|---------|---------|
| 1. talk | 3. dawn |
| 2. draw | 4. halt |

PIN DOWN THE SOUND

Listen to the words your teacher says. Write **aw** when the /ô/ sound is spelled **aw**. Write **a** when the /ô/ sound is spelled **a**. Write **o** when the /ô/ sound is spelled **o**.

LOOK AHEAD

SEVERAL MEANINGS

Here are four sentence pairs. The same list word will fit in both sentences of each pair, but the word will have different meanings. Write the missing word. Check your spelling dictionary to see if you are right.

- Does the bicycle _____ in the garage?
Does the bicycle _____ to Joan?
- At _____ the grass was wet.
The truth may suddenly _____ on him.
- Can you _____ water out of a well?
Can you _____ a picture of a well?
- Jean's skirt is too _____.
Does she _____ for a new skirt?



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D

Unit Quiz

The quiz for this unit is on page 10T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than fifteen correct answers indicates that the pupil should do the Look Again activities. Fifteen or more correct answers indicates that the pupil should do the Look Ahead activity.

Note: The /ô/ sound may be especially difficult for some pupils to produce. Refer to page 4T for techniques to help those pupils.

E

LOOK AGAIN

Rhyme Pairs. Before having pupils do this activity, tell them that each rhyming word they choose must have the same spelling of the vowel sound as the numbered word with which it rhymes.

Pin Down the Sound. After reading the directions, read each word below twice, pausing for pupils to respond.

- | | |
|----------|-----------|
| 1. salt | 4. always |
| 2. straw | 5. belong |
| 3. walk | |

Answers:

LOOK AGAIN

- | | |
|----------|---------------|
| 1. walk | 3. yawn, lawn |
| 2. straw | 4. salt |

- | | |
|-------|------|
| 1. a | 4. a |
| 2. aw | 5. o |
| 3. a | |

LOOK AHEAD

- belong
- dawn
- draw
- long

LOOK AHEAD

Several Meanings. This activity increases pupils' awareness that many words have more than one meaning and that context determines the meaning.

Supplementary Activities

Practice with Formulas (Nonlist Words). On one part of the chalkboard, make three columns, headed **dawn**, **call**, and **long**. On another part of the board, write the nonlist words below.

- | | |
|-----------|-----------|
| 1. all | 9. tong |
| 2. crawl | 10. tall |
| 3. strong | 11. saw |
| 4. ball | 12. small |
| 5. raw | 13. squaw |
| 6. prong | 14. gong |
| 7. fall | 15. thaw |
| 8. sprawl | |

Assign one pupil to the board and ask other pupils to tell him or her where each nonlist word belongs in the chart.

Nonlist aw Words. To introduce more nonlist words, show pupils pictures of the items named below. Challenge pupils to think of an **aw** nonlist word for each item.

- | | |
|---------|--------|
| 1. fawn | 3. jaw |
| 2. hawk | |

Answers:

1. hold
ghost
cold
2. kind
told
find
gold

Emphasis—The /ō/ sound followed by **ld** spelled **old**; the /ō/ sound followed by **st** spelled **ost**; the /ī/ sound followed by **nd** spelled **ind**.

Additional Resources—Use Enrichment Activity 31: Just-the-Opposite Crossword.

A

Spell and Listen. Before reading the directions, ask pupils how the /ī/ sound is spelled in **lime** and how the /ō/ sound is spelled in the last syllable of **tomato**.

To make sure pupils understand the directions, help them complete the first word in sentence 1. Ask: "What letter does the tomato stand for in the first incomplete word you see? What word do you make by substituting the letter for the tomato?"

After pupils have completed the activity, have them read each sentence. To prepare them for the unit formulas, ask: "How are the words **hold**, **cold**, **told**, and **gold** alike in sound? What letters do you see in each of those words? What sound do you hear in both **ghost** and **hold**? How are **kind** and **find** alike in sound? What letters do you see in both those words?"

Read the direction for the next activity to pupils. When you are sure they understand what they are to do, have them work independently.

Supplementary Activities

Word Meanings. To show that some of the list words have more than one meaning and that the context determines the intended meaning, write the

32

old

cold
fold
gold
hold
sold
old
told
scold
bold

most

host
most
ghost
post

find


kind
mind
find
blind
hind
bind

SPELL AND LISTEN

Complete the words with **i** when you see a lime and with **o** when you see a tomato.

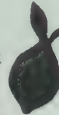
Then say the word and listen for the vowel sound.




1. I once got h  ld

of a gh  st

who came out of the c  ld.

2. He was so k  nd that

he t  ld me

where to f  nd

some g  ld.

Write all the words you can think of that rhyme with list words.

124

sentences below on the chalkboard. Tell the class that the same list word will fit both sentences in each pair.

1. The old man was (kind).
An iguana is a (kind) of lizard.
2. I don't (mind) walking.
I can learn if I use my (mind).
3. The cat climbed up the lamp (post).
Let's (post) the picture on the wall.
4. Please (hold) the stick while I pound it in.
The sailors put the lumber in the (hold) of the ship.

Discuss any unfamiliar meanings of the list words.

List Words. To introduce the rest

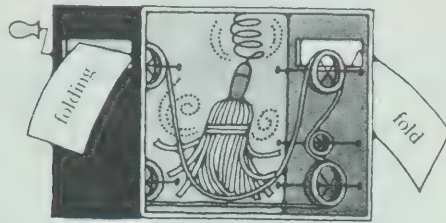
of the list words, pronounce a word from the first grouping and contrast it by pronouncing a word from the second grouping. Continue until you have pronounced all the words in both groupings. Ask pupils how the words in the two groupings are alike and how they are different. Lead pupils to see that the words are similar in vowel sound but different in final consonant sounds.

Then pronounce each word in the last grouping and ask how those words differ from the words in both of the first two groupings. Lead them to see that the words in the third grouping differ from the other words primarily in vowel sound.

SUBTRACTING MACHINE

Put the words below into the machine. The machine will subtract the endings. Write the root words as they come out.

1. folding
2. minded
3. posted
4. blinding



OPPOSITES

Write the list word that means the opposite of each word below.

- | | |
|-----------|----------|
| 1. new | 3. least |
| 2. bought | 4. guest |

old The /ō/ sound followed by **ld** is usually spelled **old**.

most The /ō/ sound followed by **st** is usually spelled **ost**.

find The /ī/ sound followed by **nd** is usually spelled **ind**.

Write these words: **scold**, **bold**, **hind**, and **bind**. Circle the **old** or **ind** pattern in each word.

merry twelve bear health heavy

125.

B

Subtracting Machine. This activity is the reverse of Adding Machine. Have pupils pronounce each numbered word and ask them what ending is on each word. Tell them that the Subtracting Machine takes endings from words.

When pupils have completed the activity, ask them how **fold** and **post** are similar and how **mind** and **blind** are similar.

Opposites. Pupils may have trouble finding the opposite for item 4. To help them, ask: "What list word names a person who gives a party?"

Formulas. As you read each formula, including the key word, ask pupils to suggest list words that illustrate the formula.

The next activity will reinforce pupils' understanding of the formulas. When you are sure they understand what they are to do, have them work independently.

Irregulars. Each of these irregulars is potentially confusing to pupils. All of the words except **bear** contain the /e/ sound. In **twelve** and **merry**, /e/ is spelled **e**, as we would expect. But in **health** and **heavy**, /e/ is spelled **ea**, a spelling pattern that pupils have already met when they studied the Unit 15 irregulars.

Answers:

1. fold
2. mind
3. post
4. blind

1. old
2. sold
3. most
4. host

When **merry** is pronounced with the /ā/ sound rather than the /e/ sound, it can sound like **marry** or **Mary** and thus might be confused with those words. **Bear**, pronounced with the /ā/ sound, can be confused with its homonym **bare**.

1. Write the five words on the board, have them pronounced, and underline the following letters in the words: **e** in **merry**, middle and final **e** in **twelve**, **ea** in **bear**, **health**, and **heavy**. Call pupils' attention to the underlined letters.

2. Write the items below on the chalkboard, leaving blanks for the letters in parentheses.

- | | |
|-----------------------|------------------------------------|
| a. m (<u>e</u>) rry | d. tw (<u>e</u>) lv (<u>e</u>) |
| b. b (<u>ea</u>) r | e. h (<u>ea</u>) lth |
| c. h (<u>ea</u>) vy | |

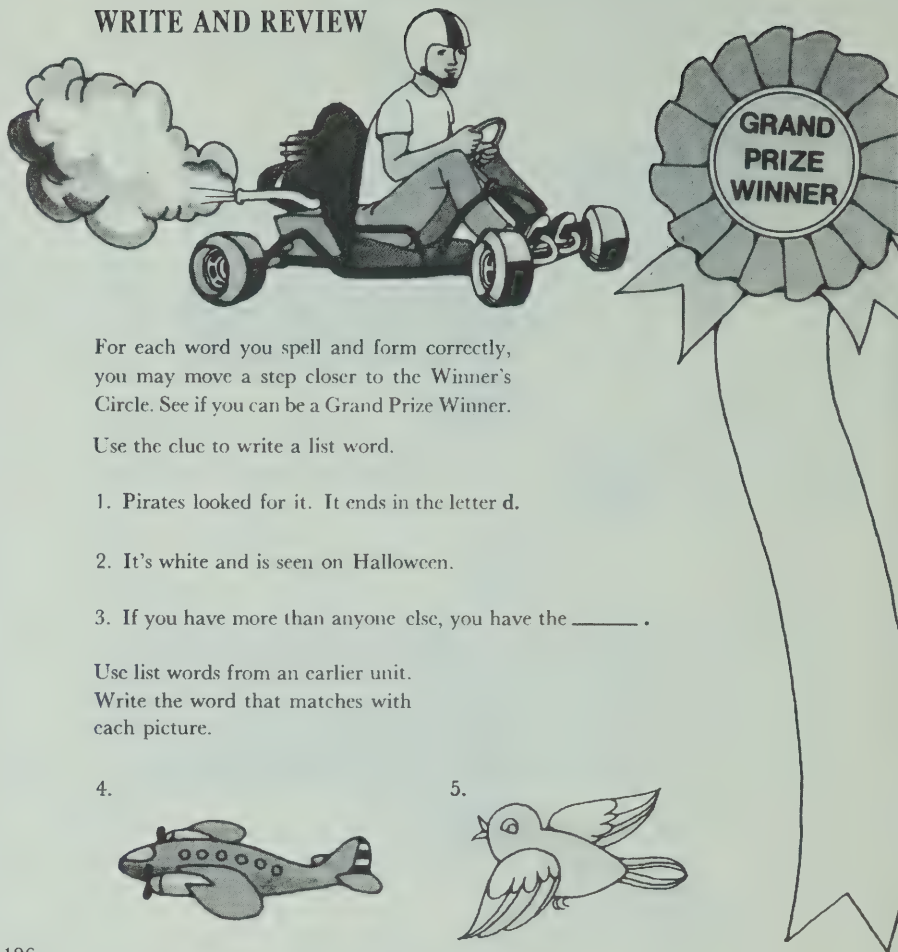
Pronounce each complete word and ask pupils to write in the missing letters.

3. Challenge pupils to use all the irregulars in one or two written sentences.

Answers:

1. gold
2. ghost
3. most
4. airplane
5. bird

WRITE AND REVIEW



For each word you spell and form correctly, you may move a step closer to the Winner's Circle. See if you can be a Grand Prize Winner.

Use the clue to write a list word.

1. Pirates looked for it. It ends in the letter **d**.
2. It's white and is seen on Halloween.
3. If you have more than anyone else, you have the _____.

Use list words from an earlier unit. Write the word that matches with each picture.

4.



5.



126

C

WRITE AND REVIEW

This activity will reinforce pupils' understanding of:

1. the spelling of **gold**, **ghost**, **most**, **airplane**, and **bird**
2. the lesson that /ō/ followed by **ld** is spelled **old**; /ō/ followed by **st** is spelled **ost**; /ī/ followed by **nd** is spelled **ind**
3. the formation of difficult, or demon, letters (**a**, **b**, **d**, **e**, **h**, **i**, **m**, **n**, **o**, **r**, and **t**)
4. the basic handwriting skills of size and shape

Before you have pupils open to page 126, have eleven pupils go to the chalkboard. Have each pupil practise one of the demon letters (**a**, **b**, **d**, **e**, **h**, **i**, **m**, **n**, **o**, **r**, and **t**). Remind pupils that these letters should be carefully made so they are not mistaken for other letters. When pupils have finished, guide the entire class in evaluating the formation of each letter.

Read the directions for the activity on page 126. Be sure pupils understand that the first three words they write are from this unit and that the last two words are from earlier units.

When pupils have finished this activity, have the word that belongs

with each clue read aloud. Then have pupils check their words for letter size and shape. Let each pupil decide for himself if he should be a Grand Prize Winner.

Write the words **gold** and **ghost** on the chalkboard. Ask for the vowel sound in each word. (Both words have the /ō/ sound.) Then remind pupils that the /ō/ sound followed by **ld** is usually spelled **old** and that the /ō/ sound followed by **st** is usually spelled **ost**. Write the word **find** on the chalkboard. Ask pupils to name the vowel sound in the word. (**Find** has the /ī/ sound.) Point out that the /ī/ sound followed by **nd** is usually spelled **ind**.

LOOK AGAIN

SHOW ME

Write **ost** on one card, **old** on another, and **ind** on the third.

ost	old	ind
-----	-----	-----

Hold up the correct card for each list word your teacher says.



WORD FAMILIES

This is a word family: old, bold, cold, fold, gold, hold, sold, told.

Write word families for the words **find** and **post**.

LOOK AHEAD

ADD THE ENDING

By adding an ending to a list word we can make a different word.

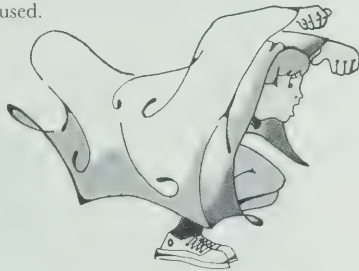
Write new words by adding endings to the root words below.

- | | |
|--------------|----------------|
| 1. old + er | 3. kind + ness |
| 2. old + est | 4. kind + ly |

What other new words can you make by adding the endings above to other list words?

BE A WRITER

Imagine that you are a ghost. Write a story about your adventures. Use as many list words as you can. At the end, write the number of list words you used.



Answers:

LOOK AGAIN

Answers will vary.

LOOK AHEAD

1. older
2. oldest
3. kindness
4. kindly

Answers will vary.

list words for them to identify with the cards.

Word Families. Before having pupils make word families, ask why the words printed here can be seen as a family of words. (They all contain the letters **old**.) Tell them that they may use both list words and nonlist words to make word families for **find** and **post**.

LOOK AHEAD

Add the Ending. By doing this activity, pupils become more aware of how suffixes combine with root words to form new words.

In doing the second part of the activity, pupils may produce the nouns **folder**, **holder**, **poster**, **finder**, and **blinder**. The **er** ending in each of these nouns is a noun ending, whereas the **er** ending in **colder** is an adjective ending used to indicate the comparative. By discussing the comparative adjectives and the **er** nouns, pupils may discover the difference in meaning between the two **er** endings.

Be a Writer. Pupils might do this activity individually or as a group. If they do it individually, let them exchange papers when they are through or post them on the bulletin board.

D

Unit Quiz

The quiz for this unit is on page 10T. Have each pupil mark his or her Spelling Progress Chart.

Fewer than fifteen correct answers indicates that the pupil should do the Look Again activities. Fifteen or more correct answers indicates that the pupil should do the Look Ahead activities.

Note: The /ō/ and /ī/ sounds may be especially difficult for some pupils to produce. Refer to page 4T for techniques to help those pupils.

E

LOOK AGAIN

Show Me. Provide each pupil with three cards. When everyone has his cards filled out, read each word below twice, pausing for pupils to show the appropriate card.

- | | |
|----------|----------|
| 1. cold | 6. sold |
| 2. host | 7. told |
| 3. mind | 8. ghost |
| 4. most | 9. kind |
| 5. blind | |

If pupils make errors, review the formulas with them and dictate other

Answers:

robot gopher
hotel bacon
soda cocoa
joker wavy
crazy lazy

spider female
prefix shiny
zebra tuba
student bicycle
cider recess

33

REVIEW

FOLLOW THE FORMULAS

The word **baby** follows a formula on page 89.
Write the words that follow either of the formulas on that page.



baby	soda	robot	balloon	joker	hotel
crazy	gopher	bacon	cocoa	wavy	
rotten	lazy	mother	ladder		

The word **tiger** follows a formula on page 93.
Write the words that follow any of the formulas on that page.

spider	donate	dipper	prefix	
zebra	crazy	cider	female	shiny
student	navy	bicycle	wild	tiger
tuba				recess

Emphasis—Review of Units 22 through 27.

Additional Resources—Use Enrichment Activity 32: Trophy Winner.

A

This Review Unit presents three groupings of activities. They may be taught on alternate days—Monday, Wednesday, and Friday.

Follow the Formulas. This activity reviews Units 23 through 25. The first section focusses on the /ā/ sound spelled **a** and the /ō/ sound spelled **o** at the end of a syllable in a multi-syllabic word. The second section focusses on the /ē/ sound spelled **e**, the /ī/ sound spelled **i**, and the /ū/ sound spelled **u** in the same position. For each section, use the following procedure.

cedure.

1. With the class, reread the formulas referred to in the directions.

2. Have pupils pronounce all the words in the box before they write the appropriate words. All of the ten correct answers to the first section are nonlist words except for **robot**, **hotel**, **crazy**, and **lazy**. Of the ten correct an-

swers to the second section, all but **zebra**, **female**, **tuba**, and **prefix** are nonlist words.

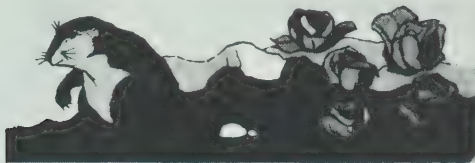
If any pupil writes a word that does not follow the formulas, ask him or her to pronounce that word and tell how its key vowel sound is spelled.

Note that there are variant pronunciations of both **student** and **tuba**.

DIVIDE THE WORDS

Say the words below, and listen for their syllables. Write each word in syllables. If you need help, check the words in your spelling dictionary.

1. after
2. hotel
3. famous
4. paper
5. gopher



Each word below is made of two words. Write the two words you see inside the numbered word.

1. airplane
2. popcorn
3. mailbox
4. football
5. birdcage



129

Answers:

1. af ter
2. ho tel
3. fa mous
4. pa per
5. go pher

1. air plane
2. pop corn
3. mail box
4. foot ball
5. bird cage

B

Divide the Words. This activity reviews Unit 22 on the syllabication of two-syllable words, both compound and noncompound.

So that pupils may check their syllabications of the words in the first sec-

tion, a dictionary entry for each of the words is printed in the Spelling Dictionary at the end of the book. No entries are provided for the compound words in the second section.

To provide more review of syllabication, you might want to dictate other compound and noncompound words to the class.

Answers:

1. shaking
2. biting
3. poking
4. shining

1. bake
2. smile
3. face
4. joke

ADDING MACHINE

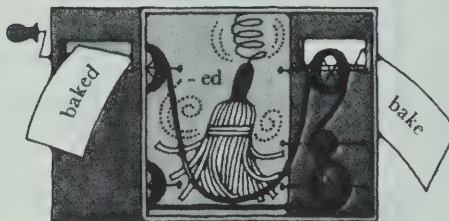
Put these words into the adding machine. Write them as they come out. Turn to Unit 26 if you need help.

1. shake
2. bite
3. poke
4. shine



SUBTRACTING MACHINE

Put the words into the subtracting machine. Write the root words as they come out. Turn to Unit 26 for help.



1. baked
2. smiled
3. faced
4. joked

130

C

Adding Machine. This activity reviews Units 26 and 27, whose emphasis is on dropping the final *e* before adding *ed* or *ing*. Before having pupils do the activity, review with them the formulas introduced on page 101 and repeated on page 105.

Read both the directions and the numbered words. Then let pupils work independently.

Subtracting Machine. Like the activity above, this one reviews both Units 26 and 27. To produce correct answers, pupils must remember that the final *e* is dropped from words like *bake* before *ed* or *ing* is added. Therefore, to extract the root word from the inflected form, they must replace the final *e* after the ending is subtracted.

Read the directions and pronounce each numbered word. Then let pupils work independently.

FOLLOW THE FORMULAS

The words **old**, **grind**, and **ghost** follow a formula on page 125. Write the words that follow any of the three formulas on page 125.



note	bind	total	tiny		
bold	fold	cold	ghost	grind	post
host	wind	boat	told	sold	most
final	old	blind	rolled	gold	

FIND THE WORDS

The words **bubble** and **giggle** are like some list words on page 116. Write two list words that have a short vowel signal before **le**.

Say **fable** and **maple**. Write two list words from page 116 that have a long vowel signal before **le**.



Answers:

bind	wind
bold	sold
fold	most
cold	old
grind	blind
post	gold
host	

Answers will vary.

Answers will vary.

Find the Words. This activity reviews Unit 30, which focusses on long and short vowel signals in such words as **table** and **handle**.

With the class, reread the three formulas on page 117. Then use the procedure outlined below.

1. Read the directions for the first section. Ask pupils which key word **bubble** and **giggle** are like. Then have them find two list words that also have the short vowel signal.

2. Read the directions for the second section. Ask pupils which key word **fable** and **maple** are like. Then have them find two list words that also have the long vowel signal.

Emphasis—Review of Units 28 through 32.

A

This final Review Unit presents three groupings of activities.

Follow the Formulas. This activity reviews Unit 32, whose key words are **old**, **most**, and **find**. Before having pupils do the activity, review with them the three formulas on page 125; ask

them for an example of each formula to check their understanding.

After reading the directions, have pupils pronounce each of the words in the box. Point out that the word **wind** may be pronounced with an /ī/ or an /i/ sound. Help them figure out the pronunciation of any unfamiliar words.

Of the fourteen correct answers to this activity, two are nonlist words: **grind** and **wind**.

Answers:

1. chatting
2. slapping
3. dotting
4. stirring

1. slam
2. plug
3. stop
4. tag

ADDING MACHINE

Put the words below into the adding machine. Write them as they come out. Turn to Units 28 and 29 if you need help.

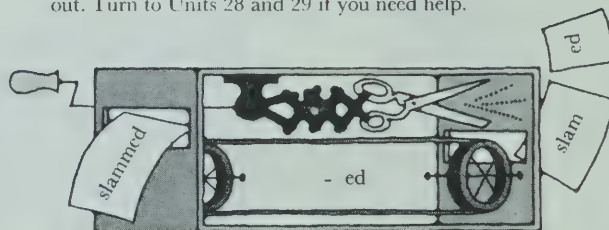
1. chat
2. slap
3. dot
4. stir



SUBTRACTING MACHINE

Put the words below into the subtracting machine. What does the machine subtract from each word? Write the root words as they come out. Turn to Units 28 and 29 if you need help.

1. slammed
2. plugged
3. stopped
4. tagged



132

B

Adding Machine. This activity reviews Units 28 and 29, doubling the final consonant before adding **ed** or **ing**. Before having pupils do the activity, review with them the formulas introduced on page 109 and repeated on page 113.

Read the directions and read each numbered word. Then let pupils work independently.

Subtracting Machine. This activity also reviews doubling the final consonant before adding **ed** or **ing**. To produce correct answers, pupils must drop both the ending and the additional consonant.

FIND THE BALLOONS

Write **aw**, **a**, and **o** as headings on your paper.

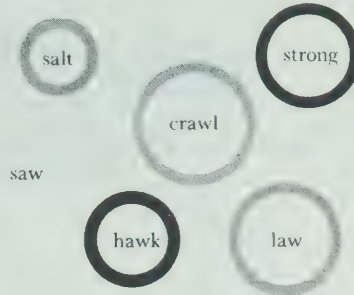
Say the word in each balloon. Find the formula that the word follows.

Write the word under the correct heading on your paper.

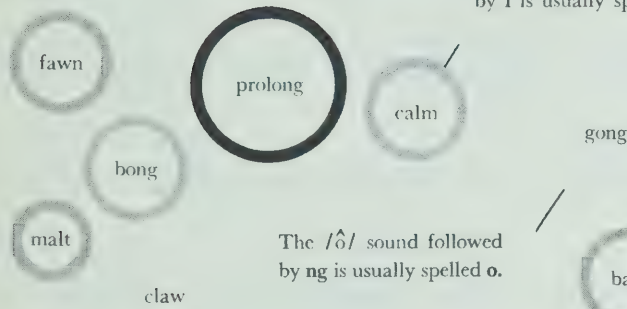
Answers:

aw	a	o
saw	salt	strong
crawl	stalk	prolong
law	balk	bong
hawk	calm	gong
lawn	bald	
fawn	malt	
claw		

The /ô/ sound is usually spelled **aw**.



The /ô/ sound followed by l is usually spelled **a**.



The /ô/ sound followed by ng is usually spelled **o**.

133

After reading the directions, pronounce each numbered word and ask pupils to work independently.

C

Find the Balloons. This activity reviews Unit 31, which focusses on the spellings of the /ô/ sound in such words as **dawn**, **all**, and **long**.

After reading the directions, read each formula and call pupils' attention to the examples: **saw**, **calm**, and **gong**. Have pupils pronounce all the balloon words and discuss with them the meanings of any unfamiliar words. Then let the class work independently to complete the activity.

MY WRITING PROGRESS PAGE



I am writing this to
check my handwriting.

The quick brown fox
jumps over the lazy dog.

134

MY WRITING PROGRESS PAGE

Tell pupils that this is their final handwriting exercise. Explain that they should write both sentences on their practice papers and then check their writing for the Six Basic Handwriting Skills (size, slant, shape, spacing, sitting on the base line, and style). Tell pupils that when they have finished they can enter the results on their Handwriting Progress Charts.

SPELLING DICTIONARY

SOUND/SPELLING KEY

/a/	cat, after	/f/	for
/ā/	may, came, sail, navy	/g/	girl, hugged, ghost
/ā/	airplane	/h/	home, whol
/ä/	car	/hw/	wheat
/e/	pet, November	/j/	join, page
/ē/	eat, team, heel, fever, lady	/k/	kind, cake, back
/ēr/	her, bird, fur	/l/	lady, call
/ər/	sister	/m/	moon, slammed
/i/	sit, winter, belong	/n/	nose, known, spinning
/ī/	time, find, tiger, July	/ng/	long, uncle
/o/	hot, October	/p/	post, hopped
/ō/	nose, row, boat, open, most, old	/r/	row, wrong
/ô/	for, dawn, call, long	/s/	sail, circus
/oi/	boil, boy	/sh/	show
/ou/	cloud, cow, down	/t/	team, cutting, hoped
/u/	cup, upset	/th/	third
/ū/	cute, music, cucumber	/tʃ/	smooth
/û/	good	/v/	voice, of
/ü/	blew, moon	/w/	weak
/ə/	along, item, April, bacon, bonus	/y/	yawn
/b/	bird, rubbing	/z/	zero, rose
/ch/	children, teach	/zh/	garage
/d/	down, saddle, hummed		

From THORNDIKE-BARNHART BEGINNING DICTIONARY (6th Edition).

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A

af·ter /af'tər/ later, following. See me **after** lunch.

B

be·long /bi lɒŋ'/ 1. to be owned by someone. Does the bicycle **belong** to your sister? 2. to be in the proper place. These toys **belong** in your room.

C

coal /kōl/ a fuel that is burned in furnaces. The furnace in grandmother's house burns **coal**.



coast /kōst/ 1. land along the edge of water, especially at the ocean. The Nova Scotia **coast** is rocky. 2. to skim along, especially down a hill. I can **coast** down this hill on my bicycle.

coil /koil/ 1. to wind round and round. I saw the snake **coil** up before it was ready to strike. 2. wire wrapped around a spool. The telephone man carries a **coil** of wire.



cow /kou/ a large farm animal that gives milk. There is a **cow** grazing in the field.



D

dawn /dôn/ 1. the beginning of the day, when light first appears. At **dawn** there was dew on the grass. 2. to become clear. The truth will **dawn** on you.

drag /drag/ 1. to pull along slowly. I saw him **drag** the tire across the yard. 2. slang; anything that is boring, not pleasant to do. Doing the dishes is a **drag**.

draw /drô/ 1. to pull out or up. Will you **draw** some water from the well? 2. to make a picture or sketch. I can **draw** with pencils or crayons.

E

east /ēst/ the direction of the sunrise. She walked **east** over the hills.

F

face /fās/ 1. the front of the head of a person or animal. Everyone has a different **face**. 2. the front of a watch or clock. A clock has numbers on its **face**.



fa·mous /fā'məs/ very well-known. Everyone wanted to meet the **famous** scientist.

feet /fēt/ 1. the part of the legs on which humans and animals walk. Dogs have four **feet**. 2. the bottoms of the legs of things like tables or chairs. This stool has three **feet**. 3. used in measuring length. There are three **feet** in a yard.



fir /fēr/ a kind of tree with needles instead of leaves. **Fir** trees are green all year. Homonym: see **fur**.

fur /fēr/ the soft, warm covering that keeps animals warm and protects their skin. In winter, an animal's **fur** keeps him warm. Homonym: see **fir**.

G

girl /gɜːl/ female child. The **girl** is flying a kite.



go·pher /gō'fər/ a furry ratlike animal with pouches in his cheeks. I saw a **gopher** dig a hole in the ground.

H

heal /hēl/ to cure an injury or illness. This medicine will **heal** my cut. Homonym: see **heel**.

heard /hêrd/ listened to. I **heard** the bell ring. Homonym: see **herd**.

heel /hēl/ 1. the back of the foot. I cut my **heel** on the rock. 2. the part of a stocking or a shoe that covers the **heel**. His sock has a hole in the **heel**. Homonym: see **heal**.

herd /hêrd/ a large group of one kind of animal. We saw a **herd** of cows. Homonym: see **heard**.



hip·po·pot·a·mus /hip'ə pot'ə mas/ a huge, thick-skinned animal that lives in Africa. The **hippopotamus** can swim under water.

ho·tel /hō tel'/ a building where people pay to sleep and eat. They stayed in a **hotel**.

joy

J

joy /joi/ 1. happiness. Holidays are a time of **joy** for our family. 2. the cause of happiness. The baby was a **joy** to her parents.

L

long /lông/ 1. measurement from end to end. My pen is ten cm **long**. 2. wish strongly for something. I **long** for a pet.

M



mail /māl/ letters and packages sent through the Post Office. Our **mail** is delivered in the morning. Homonym: see **male**.

meet

male /māl/ a man, or an animal that can be a father. A **male** deer is called a buck. Homonym: see **mail**.

meat /mēt/ food from animals. I like **meat** and potatoes for dinner. Homonym: see **meet**.



meet /mēt/ 1. to come together. **Meet** me after school. 2. to be introduced to. I would like you to **meet** my father. Homonym: see **meat**.

N

noise /noiz/ 1. a sound. I heard a **noise** downstairs. 2. a racket. You are making so much **noise** that I can't hear.

P



paint /pānt/ 1. a thick liquid used to colour walls and objects. The **paint** in this room is blue. 2. to coat or cover with paint. The workers will **paint** the wall orange. 3. to draw a picture with paints. Can you **paint** a picture of your house?

pa·per /pā'pər/ material used for printing, writing, and so forth. She wrote her name on the **paper**.



plain /plān/ 1. clear or easy to understand. The book's meaning is **plain**. 2. not decorated. She wore a **plain** jacket. 3. land that is flat. Tribes of Indians live on the **plain**. Homonym: see **plane**.



plane



plane /plān/ an airplane. A **plane** can fly across the ocean in a few hours. Homonym: see **plain**.

R

read /rēd/ understand what is written, as a book or newspaper. I learned to **read** in the first grade. Homonym: see **reed**.



reed /rēd/ grass with hollow stalks that grows in moist places. It was the tallest **reed** in the marsh. Homonym: see **read**.

sale

S



sail /sāl/ 1. a large piece of cloth that makes a ship move by catching the wind. When we hoisted the **sail**, the boat sped over the water. 2. to travel by boat or ship. He will **sail** to India. Homonym: see **sale**.

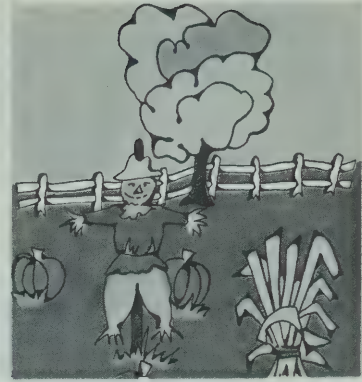
sale /sāl/ a trade of goods for money. They had a cake **sale**. Homonym: see **sail**.

show /shō/ 1. to point out. Please **show** me your pet frog. 2. a movie, television program, play. What is that television **show**?

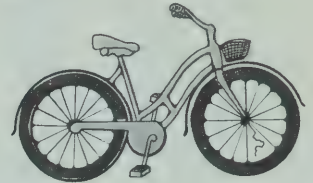
sis·ter /sis'tər/ girl having the same parents as another child. His **sister** liked to whistle.



skip·ping /skip'ing/ taking light, short steps or leaps. The children went **skipping** down the road.



soil /soil/ 1. dirt; earth; ground. The **soil** was good for planting pumpkins. 2. to make dirty. Don't **soil** your new jacket.



spoke /spōk/ 1. to have said words; talked. She **spoke** to her friend on the telephone. 2. part of a wheel. A **spoke** broke on the wheel of my bicycle.

star /stär/ 1. a bright, shining body that appears in the sky at night. You can make a wish on the first **star** you see. 2. a famous person, usually in show business; often one who plays the lead in a play or show. He was the **star** of many movies.

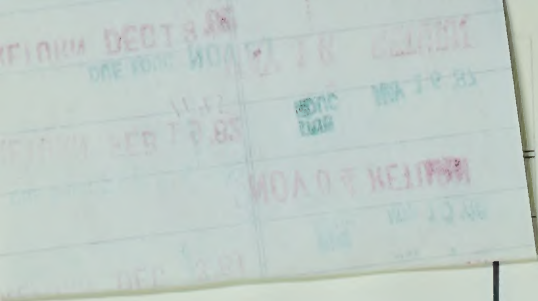


stat·ic /stat'ik/ 1. sounds caused by electricity. The **static** made the radio hard to hear. 2. slang: trouble. If you stay out too late, you'll get **static** at home.

steal /stēl/ 1. to take something that doesn't belong to you. He tried to **steal** a car. 2. to move secretly and quietly. She tried to **steal** away without being seen. Homonym: see **steel**.
steel /stēl/ a hard metal made from iron. Many of a car's parts are made with **steel**. Homonym: see **steal**.



step·ping /step'ing/ moving the legs to walk. No one was **stepping** on the new grass.



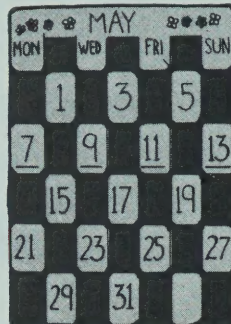
sweet

sweet /swēt/ 1. tasting like sugar. The cake was too **sweet**. 2. a piece of candy. Would you like a **sweet**?

W

way /wā/ 1. a method or means. There is no easy **way** to learn to jump rope. 2. distance. It is only a short **way** to the shore. Homonym: see **weigh**.

weak /wēk/ not strong or powerful; feeble. Being sick can make a person **weak**. Homonym: see **week**.



week /wēk/ seven days, usually from Sunday to Saturday. Next **week** is vacation. Homonym: see **weak**.

zebra

weigh /wā/ to find out how heavy something is. How much do you **weigh**? Homonym: see **way**.



win·ter /win'tər/ the season when it is cold. Spring comes after **winter**.

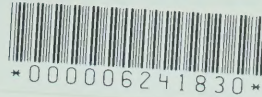
Z

ze·bra /zē'brə/ a wild animal like a horse, with black and white stripes. The **zebra** and the lion are enemies.

HANDWR

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The Six Basic Handwriting Skills	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final	Teacher's Rating
1. Size											
2. Slant											
3. Shape											
4. Spacing											
5. Sitting on the base line											
6. Style											

Once a month you will check your handwriting with your teacher.
If you use of a skill is satisfactory, colour the square blue.
If you need to practise a skill, colour the square red.

should be the same height. Capital and tall letters are a little high. Small letters are one-third of a space high.

uniformly slanted to the right and parallel to each other.

similar to the models.

form spacing between the letters in a word, and uniform spacing (small o) between words.

each the base line.

k, and proper margins are important. There should be no of the letters.

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